

School District of Osceola County, FL

Westside K 8 School



2019-20 School Improvement Plan

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Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

Demographics

Principal: Christina Ray

Start Date for this Principal: 6/4/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 86% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students |
| School Grade | 2018-19: B |
| School Grades History | 2017-18: B 2016-17: B 2015-16: C 2014-15: B 2013-14: B |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | |
| Year | |
| Support Tier | NOT IN DA |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Westside K-8 builds a meaningful learning community by creating a challenging and innovative environment which inspires all individuals towards excellence.

Provide the school's vision statement

Westside K-8 is a nurturing community which inspires all to become high achieving members of a progressive global society.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Ray, Christina | Principal | Oversee the school's day-to-day operations, including handling disciplinary matters, conducting classroom observations, managing a budget and hiring teachers and other personnel. Develops and monitors the SIP. Logistics, schedules, teacher and staff evaluations, and public relations are also major responsibilities. |
| Dunn, Paul | Instructional Coach | Oversees all math instruction, including using math curriculum, assisting teachers with implementing the math instructional model, and providing professional development. The coach helps teams lesson plan, utilize math resources, and provide interventions to struggling students. |
| Graham, Joyce | Assistant Principal | Supports in the principal overseeing all functions of the school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP. |
| Baker, Kristyn | Guidance Counselor | Oversee 1, 3, and 5 individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Create and implement incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels. |
| Mcclintock, Julie | Instructional Coach | Oversee all MTSS operations. Assists teachers in identifying, planning, and implementing interventions for students needing remediation and enrichment. |
| Vazquez, Jose | Assistant Principal | Supports in the principal overseeing all functions of the school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP. |
| Miller, Heather | Assistant Principal | Supports in the principal overseeing all functions of the school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP. |
| Azis, Kimberly | Instructional Coach | Oversees all ELA instruction grades 5-8, including using ELA curriculum, assisting teachers with implementing the ELA instructional model, and providing professional development. |

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| | | The coach helps teams lesson plan, utilize ELA resources, and provide interventions to struggling students. |
| Buzzeli, James | Dean | Oversee K, 2 and 4 behavior and discipline. Work with guidance and MTSS to provide students with behavioral support and intervention. Work with teachers to establish positive classroom routines and procedures, build positive relationships with students, and incentive positive behavior through PBIS. |
| Pettis, Christina | Instructional Coach | Oversees all ELA instruction gr K-4, including using ELA curriculum, assisting teachers with implementing the ELA instructional model, and providing professional development. The coach helps teams lesson plan, utilize ELA resources, and provide interventions to struggling students. |
| Stewart, Morrisia | Dean | Oversee middle school behavior and discipline. Work with guidance and MTSS to provide students with behavioral support and intervention. Work with teachers to establish positive classroom routines and procedures, build positive relationships with students, and incentive positive behavior through PBIS. |
| Lopez, Antonia | Guidance Counselor | Oversee MTSS individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Create and implement incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to most at risk students as identified through MTSS. |
| Pillot, Girany | Guidance Counselor | Oversee K, 2, and 4 individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Create and implement incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels. |
| Soto, Misal | Guidance Counselor | Oversee middle school individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Create and implement incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels. Provide scheduling guidance to students that support their future aspirations. |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Blakeney, Patricia | Guidance Counselor | Oversee 1, 3, and 5 behavior and discipline. Work with guidance and MTSS to provide students with behavioral support and intervention. Work with teachers to establish positive classroom routines and procedures, build positive relationships with students, and incentive positive behavior through PBIS. |
| Brown, Kathy | Instructional Coach | As the RCS, Kathy is responsible for helping to supervise the instruction of the ESE teachers as well as attend and assist with IEP formulation and compliance pieces relative to ESE. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 154 | 163 | 187 | 196 | 199 | 185 | 214 | 204 | 198 | 0 | 0 | 0 | 0 | 1700 |
| Attendance below 90 percent | 23 | 21 | 33 | 25 | 30 | 18 | 34 | 29 | 21 | 0 | 0 | 0 | 0 | 234 |
| One or more suspensions | 1 | 3 | 3 | 2 | 4 | 6 | 19 | 5 | 7 | 0 | 0 | 0 | 0 | 50 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 13 | 63 | 72 | 91 | 82 | 84 | 0 | 0 | 0 | 0 | 405 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | | | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|----|----|-------|---|---|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| Students with two or more indicators | | | | 0 | 2 | 2 | 3 | 9 | 13 | 25 | 16 | 24 | 0 | 0 | 0 | 0 | 94 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total | | |
|-------------------------------------|-------------|---|---|---|----|---|---|---|---|---|----|----|----|-------|----|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| Retained Students: Current Year | | 2 | 2 | 6 | 13 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Students retained two or more times | | 0 | 0 | 0 | 3 | 4 | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 14 | |

FTE units allocated to school (total number of teacher units)

124

Date this data was collected or last updated

Wednesday 7/10/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|-----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 53 | 53 | 46 | 34 | 46 | 39 | 29 | 34 | 31 | 0 | 0 | 0 | 0 | 365 |
| One or more suspensions | 1 | 8 | 6 | 15 | 15 | 12 | 35 | 14 | 16 | 0 | 0 | 0 | 0 | 122 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 7 | 0 | 0 | 0 | 0 | 14 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 83 | 93 | 88 | 106 | 89 | 85 | 0 | 0 | 0 | 0 | 544 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 5 | 26 | 41 | 30 | 42 | 29 | 29 | 0 | 0 | 0 | 0 | 203 |

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|-----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 53 | 53 | 46 | 34 | 46 | 39 | 29 | 34 | 31 | 0 | 0 | 0 | 0 | 365 |
| One or more suspensions | 1 | 8 | 6 | 15 | 15 | 12 | 35 | 14 | 16 | 0 | 0 | 0 | 0 | 122 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 7 | 0 | 0 | 0 | 0 | 14 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 83 | 93 | 88 | 106 | 89 | 85 | 0 | 0 | 0 | 0 | 544 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 5 | 26 | 41 | 30 | 42 | 29 | 29 | 0 | 0 | 0 | 0 | 203 |

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 48% | 56% | 61% | 47% | 58% | 60% |
| ELA Learning Gains | 53% | 57% | 59% | 55% | 58% | 57% |
| ELA Lowest 25th Percentile | 51% | 55% | 54% | 51% | 52% | 52% |
| Math Achievement | 47% | 52% | 62% | 44% | 52% | 61% |
| Math Learning Gains | 54% | 55% | 59% | 52% | 54% | 58% |
| Math Lowest 25th Percentile | 46% | 49% | 52% | 46% | 50% | 52% |
| Science Achievement | 46% | 49% | 56% | 57% | 54% | 57% |
| Social Studies Achievement | 76% | 75% | 78% | 77% | 71% | 77% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---------------------------------|-----------------------------------|------------|------------|------------|------------|------------|-------------|------------|------------|--------------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Number of students enrolled | 154 (0) | 163 (0) | 187 (0) | 196 (0) | 199 (0) | 185 (0) | 214 (0) | 204 (0) | 198 (0) | 1700 (0) |
| Attendance below 90 percent | 23 (53) | 21 (53) | 33 (46) | 25 (34) | 30 (46) | 18 (39) | 34 (29) | 29 (34) | 21 (31) | 234 (365) |
| One or more suspensions | 1 (1) | 3 (8) | 3 (6) | 2 (15) | 4 (15) | 6 (12) | 19 (35) | 5 (14) | 7 (16) | 50 (122) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) | 1 (6) | 10 (7) | 11 (14) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 13 (83) | 63 (93) | 72 (88) | 91 (106) | 82 (89) | 84 (85) | 405 (544) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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 |
| 03 | 2019 | 43% | 51% | -8% | 58% | -15% |
| | 2018 | 47% | 51% | -4% | 57% | -10% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 41% | 51% | -10% | 58% | -17% |
| | 2018 | 40% | 48% | -8% | 56% | -16% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | -6% | | | | |
| 05 | 2019 | 36% | 48% | -12% | 56% | -20% |
| | 2018 | 40% | 50% | -10% | 55% | -15% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -4% | | | | |

| ELA | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 43% | 48% | -5% | 54% | -11% |
| | 2018 | 30% | 46% | -16% | 52% | -22% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 3% | | | | |
| 07 | 2019 | 32% | 47% | -15% | 52% | -20% |
| | 2018 | 42% | 46% | -4% | 51% | -9% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | 2% | | | | |
| 08 | 2019 | 44% | 49% | -5% | 56% | -12% |
| | 2018 | 47% | 52% | -5% | 58% | -11% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 2% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 42% | 54% | -12% | 62% | -20% |
| | 2018 | 44% | 51% | -7% | 62% | -18% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 44% | 53% | -9% | 64% | -20% |
| | 2018 | 44% | 53% | -9% | 62% | -18% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 40% | 48% | -8% | 60% | -20% |
| | 2018 | 41% | 52% | -11% | 61% | -20% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -4% | | | | |
| 06 | 2019 | 30% | 45% | -15% | 55% | -25% |
| | 2018 | 28% | 43% | -15% | 52% | -24% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -11% | | | | |
| 07 | 2019 | 31% | 30% | 1% | 54% | -23% |
| | 2018 | 26% | 29% | -3% | 54% | -28% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 3% | | | | |
| 08 | 2019 | 34% | 47% | -13% | 46% | -12% |
| | 2018 | 36% | 43% | -7% | 45% | -9% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 8% | | | | |

| SCIENCE | | | | | | |
|----------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 30% | 45% | -15% | 53% | -23% |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 48% | 49% | -1% | 55% | -7% |
| Same Grade Comparison | | -18% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 36% | 42% | -6% | 48% | -12% |
| | 2018 | 44% | 42% | 2% | 50% | -6% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -12% | | | | |

| BIOLOGY EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 62% | 38% | 67% | 33% |
| 2018 | 100% | 68% | 32% | 65% | 35% |
| Compare | | 0% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 71% | 73% | -2% | 71% | 0% |
| 2018 | 75% | 70% | 5% | 71% | 4% |
| Compare | | -4% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 93% | 49% | 44% | 61% | 32% |
| 2018 | 93% | 52% | 41% | 62% | 31% |
| Compare | | 0% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 44% | 56% | 57% | 43% |
| 2018 | 92% | 39% | 53% | 56% | 36% |
| Compare | | 8% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 19 | 45 | 41 | 16 | 47 | 40 | 13 | 25 | | | |
| ELL | 35 | 51 | 50 | 39 | 52 | 46 | 30 | 59 | 89 | | |
| BLK | 45 | 61 | 50 | 40 | 58 | 54 | 36 | 70 | | | |
| HSP | 44 | 49 | 51 | 40 | 50 | 44 | 40 | 69 | 85 | | |
| MUL | 47 | 43 | | 48 | 57 | | 57 | | | | |
| WHT | 56 | 60 | 50 | 62 | 63 | 54 | 55 | 93 | 84 | | |
| FRL | 44 | 50 | 52 | 40 | 51 | 48 | 38 | 68 | 81 | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 18 | 42 | 34 | 15 | 26 | 23 | 19 | 39 | | | |
| ELL | 31 | 53 | 51 | 29 | 48 | 51 | 28 | 33 | | | |
| BLK | 43 | 45 | 44 | 38 | 45 | 33 | 63 | 82 | | | |
| HSP | 42 | 56 | 52 | 38 | 51 | 50 | 47 | 70 | 82 | | |
| MUL | 64 | 62 | | 64 | 58 | | 64 | | | | |
| WHT | 56 | 55 | 52 | 56 | 55 | 46 | 70 | 84 | 88 | | |
| FRL | 39 | 53 | 47 | 35 | 48 | 45 | 48 | 67 | 82 | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index - All Students | 57 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 565 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 51 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 52 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 53 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 65 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 53 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ESE and ELL achievement were our lowest area. Some ESE support teachers were not as effective in instruction as observed in the Marzano elements and differentiation did not occur as it should. In addition a high level of staff turnover effected these subgroups as new teachers transitioned and classrooms had long term substitutes.

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

Science showed the greatest decline. This is due to continual staffing changes in middle school and new 5th grade teachers as well as missing opportunities for focused practice. As well student proficiency in reading is low which will lead to difficulty comprehending the complex text of science.

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

Math and ELA achievement is low due to transient and ELL populations as well as high staff turnover last year. We enrolled over 900 students throughout the year. New students take effort and time to catch up which could negatively effect those who are already in the classroom. As well, students who do not spend multiple years in our building do not benefit from MTSS services as much as those with multiple years with high quality teachers.

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

ESE Math achievement improved greatly. The ESE support and coach support offered students differentiation and CIM model. The math coach was visible in math classrooms offering feedback and guidance of curriculum. He monitored data and gave feedback on areas to remediate.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and level 1 achievement are areas for concern. Students who are not in school or score a level 1 are already behind significantly. We have over 200 students who

qualify to be under truancy intervention. Consistently Westside is higher than other schools in the numbers who score

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

1. Increase all academic areas
2. Increase student attendance
3. Strengthen student support system to improve school safety
4. Continue to improve the collaborative process
5. Increase learning gains in ESE/ELL students

Part III: Planning for Improvement

Areas of Focus:

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| #1 | |
| Title | Increase achievement in math, literacy and science |
| Rationale | Students who are proficient in grade level academics will continue the trajectory of post-secondary success. |
| State the measureable outcome the school plans to achieve | ELA, Math, and Science proficiency will increase by 2% as measured by statewide or end of course exams. |
| Person responsible for monitoring outcome | Kimberly Azis (kimberly.azis@osceolaschools.net) |
| Evidence-based Strategy | <ul style="list-style-type: none"> -Evidence-based strategy: The MTSS process will be used to ensure all students receive the instruction they need. -Effective PLCs will analyze student data weekly to determine Tier 1 and Tier 2 adjustments needed. Teachers will use standards-based instruction. -Increase the use of research-based instructional strategies (KAGAN, 5E Model, Guided Reading, ELlevation, etc). -Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are used in the analyzing and planning for student achievement. -School Stocktake will take place monthly to report progress to the principal on the area of focus. -Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the area of focus through the school Stocktake Process. Adjusting Tier 1 and Tier 2 instruction weekly will ensure instruction does not lapse |
| Rationale for Evidence-based Strategy | <p>Standards-based instruction ensures all students have access to the grade level material at the intended rigor.</p> <p>Research based instructional strategies increases student engagement.</p> |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. By August 12, revise instructional model for each subject area and ELA, Math, Science coaches will train teachers on how to implement. 2. By August 12, provide professional development on curriculum and technology instructional resources. 3. Provide ongoing training as needed throughout the school year. 4. Coaches and Admin provide monthly support of data analysis within PLCs. (Data includes iReady, Envision, NSGRA, Teen Biz, common assessments, district formative assessments) 5. By August 30, organize students into intervention/remediation groups for intervention time. 6. Coaches and Admin will conduct classroom walk-throughs daily and provide feedback. 7. By September 20, identify struggling teachers that need more instructional support. |

8. By October 1, identify classrooms that model best practices and create an instructional rounds schedule for those struggling teachers.
9. Provide monthly training on best instructional practices, including Kagan, AVID, Ellevation, Cognitively Complex Tasks, 5E Model, and Guided Reading.
10. Beginning in September, communicate the AVID strategy of the month on the weekend newsletter, PLCs will plan using that strategy, and admin will walk through, looking for the strategy- providing feedback and celebrating successes.
11. By September 15, Implement the use of CIM as bellwork in both math and reading grades 3-8.
Create a schedule for vertical alignment meetings during the 4th quarter.
12. Instructional Coaches will conduct daily walkthroughs of classrooms to ensure correct processes are used in the implementation of curriculum.
13. Instructional Coaches will provide professional development sessions monthly to teachers as need arises. The areas will be determined by walkthrough data including observational data in iObservation, Leadership Walks, Stocktake Meetings and District learning cycle visits.

**Person
Responsible**

Paul Dunn (paul.dunn@osceolaschools.net)

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| #2 | |
| Title | Strengthen student support systems to improve school safety |
| Rationale | A safe learning environment is essential for students of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all students are affected in some way. |
| State the measureable outcome the school plans to achieve | Reduce the number of discipline referrals by 10% from 2018-19 school year and increase the number of positive referrals by 10%. |
| Person responsible for monitoring outcome | James Buzzeli (james.buzzelli@osceolaschools.net) |
| Evidence-based Strategy | <p>Reinforce positive behavior and implement restorative practices. This area will be assessed through discipline referral, positive referrals and PBIS walk-through tool monthly during Stocktake.</p> <p>-Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are used in the analyzing and planning for student achievement.</p> <p>-School Stocktake will take place monthly to report progress to the principal on the area of focus.</p> <p>-Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the area of focus through the school Stocktake Process.</p> |
| Rationale for Evidence-based Strategy | By focusing on PBIS, educators create an environment that helps all students achieve important behavior changes. Successful classroom management creates a safe learning environment. Providing positive reinforcement can help promote good student behavior. Restorative approaches to discipline focuses more on repairing the damage rather than suspending or expelling students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. By August 12, 2019, provide professional development on school-wide behavior expectations using PBIS and restorative practices. 2. By August 12, 2019, provide professional development on mental health awareness and social/emotional learning. 3. By August 12, 2019, create a calendar for monthly MTSS and Threat Assessment meetings. 4. Utilize a PBIS walk-through tool, beginning September 1, to collect data on strengths and areas that need improvement. This will continue throughout the year. 5. Collect walk-through tool and discipline data monthly to communicate to staff, celebrating successes and providing feedback during Stocktake and faculty meetings. 6. Monitor the Early Warning Indicators to identify students who are at risk and need additional supports in academics or behavior. 7. Conduct monthly Threat Assessment meetings to track effectiveness of interventions on students who have shown a need for threat assessments. |

Person Responsible Morrisia Stewart (morrisia.stewart@osceolaschools.net)

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| #3 | |
| Title | Increase student attendance |
| Rationale | Making school attendance a priority can help students get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. When students are absent for fewer days, their grades and reading skills often improve—even among those students who are struggling in school. Students who attend school regularly also feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future. When kids are absent for an average of just two days of school per month—even when the absences are excused- it can have a negative impact. |

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| State the measureable outcome the school plans to achieve | Increase our overall daily student attendance average from 93% to 94%. |
| Person responsible for monitoring outcome | Misal Soto (misal.soto@osceolaschools.net) |
| Evidence-based Strategy | <p>Making school a welcoming and engaging place, connecting with at-risk students, involving parents, and providing incentives for attendance achievement. This will be monitored monthly during Stocktake.</p> <p>-Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are used in the analyzing and planning for student achievement.</p> <p>-School Stocktake will take place monthly to report progress to the principal on the area of focus.</p> <p>-Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the area of focus through the school Stocktake Process.</p> |
| Rationale for Evidence-based Strategy | <p>Making a school a welcoming place increases the school climate, thus increasing the enthusiasm for students wanting to come to school.</p> <p>Connecting with students who are at-risk builds positive relationships and accountability for attendance and student achievement. Incentives rewards students for coming to school regularly. Involving parents will help with improving student attendance as new research released by the Ad Council found that an overwhelming majority (86%) of parents understand their child’s school attendance plays a big role in helping them graduate from high school.</p> |

Action Step

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| Description | <ol style="list-style-type: none"> 1. By September 1, 2019, identify students who were truant and chronically absent and develop a process for targeting them early. 2. By August 12, 2019, communicate attendance flow chart and review teacher responsibilities within the flow chart. 3. By the first Stocktake, outline and communicate incentives, especially those historically low attendance months- including teacher attendance. 4. Shout out and celebrate good attendance on morning announcements and |
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wall displays monthly.

5. By September 1, develop a plan for monitoring daily attendance, where AP monitors their grade levels' truant students.

6. Monitor progress monthly with district attendance reports during guidance counselor PLCs. Adjustments will be made based on outcomes.

7. Host monthly contests and celebrations for classes with highest attendance as well as students with perfect attendance.

**Person
Responsible**

Kristyn Baker (kristyn.baker@osceolaschools.net)

#4

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| Title | Improve the PLC collaborative process |
| Rationale | Our data demonstrates that a majority of our PLCs are not operating at a high level according to the Seven Stages Rubric and self-reporting data throughout the school year. According to research, when teams function as a PLC, teachers embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. This work will impact student achievement in all content areas. |
| State the measureable outcome the school plans to achieve | <p>ELA, Math, Science and Social Studies proficiency will increase by 2% as measured by statewide or end of course exams.</p> <p>Teacher retention will increase from 77% to 90%.</p> <p>All PLCs will be at a stage 5 as evidenced by the PLC handbook stages reflection form, the Seven Stages Rubric, and ongoing formative monitoring as assessed by the administrative team.</p> |
| Person responsible for monitoring outcome | Julie McClintock (julie.mcclintock@osceolaschools.net) |
| Evidence-based Strategy | <p>Monthly PLC lead meetings to engage in professional study and improved leadership with the PLC.</p> <p>Weekly monitoring of PLCs by leadership team to analyze PLC needs and current stage of PLC as indicated by the Seven Stages Rubric.</p> <p>PLC monitoring tool to report out PLC strengths, areas of opportunity, and PLC stage as indicated by the Seven Stages Rubric.</p> <p>PLC Handbook completion by every PLC which demonstrates beginning, mid, and end levels of collaboration and stages.</p> <p>PLC Handbook completion to demonstrate team norms and meeting dates.</p> <p>-Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are used in the analyzing and planning for student achievement.</p> <p>-School Stocktake will take place monthly to report progress to the principal on the area of focus.</p> <p>-Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the area of focus through the school Stocktake Process.</p> |
| Rationale for Evidence-based Strategy | PLCs are the most effective form of professional development that teachers can engage in. Through participation in the PLC process, teachers will share strategies, resources, and engage in data analysis and data-driven instructional practices. |

Action Step**Description**

1. Schools PLC teams will meet for mandatory three meetings a month as well as voluntary weekly meetings during individual planning for the purpose of analyzing, reflecting and revising instruction based on assessment results. PLC teams will be offered a ½ day standards-based collaborative planning day once per quarter.

2. PLC leads (one per instructional team) will meet the third Tuesday of every month for the purpose of a book study/video study on the book Learning by Doing by DuFour, DuFour, Eaker, and Many (also available in GlobalPD). PLC leads will use gained knowledge from the book/videos and their PLC handbook to plan next steps for PLC growth.
3. PLCs will utilize data analysis of formative and summative assessments the first Wednesday of every month to identify students in need of additional Tier 2 and 3 MTSS supports.
4. Leadership team will devise a schedule to attend all PLC's to monitor and offer feedback to PLC leads by August 9, 2019.
5. Leadership will provide teachers with just-in-time professional development to strengthen the PLC and teaching practices, as determined by needs assessment data.
6. School PLC teams will meet each month during early release and two individual planning periods a month for the purpose of assessing, analyzing, reflecting and revising plans on a course progression of individual student needs as a collaborative team.

**Person
Responsible**

Julie McClintock (julie.mcclintock@osceolaschools.net)

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| #5 | |
| Title | Increase learning gains in ELL and ESE students |
| Rationale | Students who have a disability and those for whom English is not the first language are at a disadvantage and must have targeted support to grow. Often their growth must be more than a year to catch up to typical peers. |
| State the measureable outcome the school plans to achieve | <p>The proficiency of ESE students will increase from 31% to 42% as measured by the FSA and FSAA according to ESSA.</p> <p>ELL students will increase from 15% proficiency to 17% proficiency as measured by the English/Language Arts (ELA) Florida Statewide Assessment (FSA).</p> <p>Percent of students in the bottom quartile showing learning gains will increase from 51% to 53% measured by the ELA FSA.</p> <p>Percent of students in the bottom quartile showing learning gains will increase from 46% to 48% measured by the ELA FSA.</p> |
| Person responsible for monitoring outcome | Heather Miller (heather.miller@osceolaschools.net) |
| Evidence-based Strategy | <ul style="list-style-type: none"> -Utilizing the ELlevation software provided by the district. -Utilize Corrective Reading curriculum with students who are 2-3 years below grade level during intervention time. -Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are used in the analyzing and planning for student achievement. -School Stocktake will take place monthly to report progress to the principal on the area of focus. -Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the area of focus through the school Stocktake Process. |
| Rationale for Evidence-based Strategy | <p>ELlevation is a research-based software that marries the students English proficiency level with the necessary strategies and supports needed to improve comprehension of the English language.</p> <p>Corrective Reading is an intensive research-based curriculum proven to support students for whom traditional reading instruction has not worked.</p> |

Action Step

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| Description | <ol style="list-style-type: none"> 1. Establish an ELL and ESE Task Force by August 12, 2019 2. Collect beginning of the year data including, but not limited to iReady, IEP goals, classroom walkthroughs. Use this data to establish support for the students with the ELL and ESE Task Force by September 6, 2019. 3. Provide professional development for teachers in ELlevation focused on accessing WIDA scores, individual student language proficiency and planning for instruction by August 9, 2019. 4. Provide professional development for teachers focused on following IEPs, how to work with ESE support and managing behavior plans by August 9, 2019. 5. Create a schedule to utilize ELL paraprofessionals daily in the |
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- classroom to support students in small groups using WIDA data and lessons provided in ELlevation by August 9, 2019.
- 6. Hold monthly ESE support teacher and ELL para PLC meetings with a focus on student outcomes and adjustments needed.
- 7. Use Corrective Reading Curriculum daily during differentiated small group and intervention time for students who are more than two years below grade level in reading. This will be monitored every two weeks through curriculum assessments to adjust levels as needed.
- 8. Monitor progress monthly with ELL and ESE Task Force and adjust as needed.
- 9. RCS and EES will conduct daily walkthroughs of classrooms to ensure correct processes are used in the implementation of curriculum.
- 10. RCS and EES will provide professional development sessions monthly to teachers as need arises. The areas will be determined by walkthrough data including observational data in iObservation, Leadership Walks, Stocktake Meetings and District learning cycle visits.

Person Responsible

Kathy Brown (kathryn.brown@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has 4 guidance counselors who offer small group lessons, classroom lessons and individual support for students in crisis. Our counselors are able to pair students with outside services as well. Our Growing Ladies of Westside (GLOW) and Warrior Chiefs match at risk girls and boys with a staff member as a mentor. The school has a Threat Assessment process by which we support and track intervention success on students who exhibit a high level of social-emotional needs.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Two full time VPK units and one Pre-K ESE unit are on our school campus this school year to help students transition to Kindergarten. The program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. We will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/ organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities are offered. The district coordinates with Title II to ensure staff development.

Title I, Part C

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. These students will be afforded the same opportunities as all students.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and students most at-risk in meeting state standards. Research-based, comprehensive educational programs are used to help reduce the barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides referrals as well as vouchers for resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. We will partner with UCF, Valencia College, and other local technical schools so students will have opportunities to visit the campuses. As an AVID school, all students K-8 will have a binder with folders and a planner that will keep them organized. Every teacher will promote a

college culture by displaying their college/university paraphernalia in their classroom. Students in 5th and 7th grade will also take a career survey, where we will use the results to invite professionals in to discuss their careers. We will have a parent night that outline how we are helping prepare our students for college and career.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

| 1 | III.A | Areas of Focus: Increase achievement in math, literacy and science | | | | \$19,525.63 |
|---------------|-----------------------------|--|-----------------|-----|--------------------|--------------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 6150 | | 0302 - Westside K 8 School | Title, I Part D | | \$6,177.53 | |
| 6400 | | 0302 - Westside K 8 School | Title, I Part A | | \$13,348.10 | |
| 2 | III.A | Areas of Focus: Strengthen student support systems to improve school safety | | | | \$0.00 |
| 3 | III.A | Areas of Focus: Increase student attendance | | | | \$0.00 |
| 4 | III.A | Areas of Focus: Improve the PLC collaborative process | | | | \$16,739.25 |
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 5100 | 750-Other Personal Services | 0302 - Westside K 8 School | Title, I Part A | | \$16,739.25 | |
| 5 | III.A | Areas of Focus: Increase learning gains in ELL and ESE students | | | | \$0.00 |
| Total: | | | | | \$36,264.88 | |