Westward Elementary School

2021-22 Schoolwide Improvement Plan

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Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

https://wses.palmbeachschools.org

Demographics

Principal: Bobbie Brooks

Start Date for this Principal: 5/20/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (46%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Palm Beach 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Westward Elementary International Magnet School encourages the development of knowledgeable, principled, and caring students who strive to become active citizens of their global community. The responsibility for the development of each child is shared by the home, school, and community.

Provide the school's vision statement.

Westward elementary seeks to develop inquisitive lifelong learners who explore the world from a global perspective. We desire to create a safe and nurturing environment that promotes academic success and character development.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brooks, Bobbie	Principal	The instructional leader with oversight of all the school operations to ensure focus is on student achievement and learning.
Beneby, Bernadette	Instructional Coach	Magnet Coordinator and VPK Contact - Lead facilitator for International Baccalaureate program. Mrs. Coleman promotes the Magnet program at Westward and works very closely with our business partners and community leaders. She is actively involved in our SAC and PTO groups helping to organize incentive and motivational activities for students as well as the staff. Additionally she provides oversight of our Pre-K
Fagan, Pauline	Teacher, K-12	ESOL Contact and ESOL teacher that oversees the ESOL program and provides support for ELL students. She works with the teachers to provide ESOL strategies to improve achievement for our ELL students. She also works with groups of students and assigns duties and schedules to our Community Language facilitators (CLFs)
Duval, Nehemie	Instructional Coach	Grades 3-5 Reading coach and resource teacher. Provides professional development for teachers and supports students with small group instruction. Ms. Duval facilitates the PLCs with the ELA teachers in grades 3-5. She does modeling and co-teaching with the teachers. In addition Ms. Duval oversees all of our Saturday tutorial classes, is the president of the PTO, serves as lead on the Hospitality committee to promote positive moral with teachers and staff.
Sims, Lakisha	Teacher, K-12	LAKISHA SIMS--SAI teacher that provides supplemental and intensive instruction to students who need extra support in Reading. She also assists in providing guidance for interventions and probes for SBT meetings for students on various tiers.
Jelks-Cook, Jessica	Assistant Principal	Oversight of student discipline, Title 1, and new teacher professional development. Assists with oversight of the school operations. Mrs. Cook is actively engaged in SAC meetings, leadership meetings, and helps to facilitate faculty meetings. She also oversees testing ang textbook distribution.
	Instructional Coach	DONNA RUSSO - K-2 Coach & Resource - Leads our School based team, organizes our Professional Learning Communities, Provides coaching and PD for select teachers, Provides Student Intervention for RTI students
Woodard, Kim	Other	ESE Contact - Oversee all aspects of our ESE program and supports ESE students with academic needs. Mrs. Woodard helps in all aspects of our ESE department - facilitates IEP meetings, develops the schedules for: support facilitation, the EBD teachers, Paraprofessionals, as well as helping to drive the development of the Master board.

Name	Position Title	Job Duties and Responsibilities
Cage, Tatiana	Instructional Coach	K-5 Math Coach and math resource teacher who provide support and PD for all K-5 teacher. Ensures that all teachers are planning and providing standard based instruction, provides small group instruction for students, as well as use data & feedback to identify specific goals and actions steps to promote professional growth for teachers that will improve student achievement.
Smith, Dionne	School Counselor	DIONNE SMITH- Oversees our SEL program, Teaches Guidance classes on the wheel, and coordinates the efforts of our counselling team consisting of the Guidance position, Behavioral health and co located position.

Demographic Information

Principal start date

Sunday 5/20/2012, Bobbie Brooks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

498

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

3

Demographic Data

Early Warning Systems

2021-22

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	56	78	71	95	78	91	0	0	0	0	0	0	0	469
Attendance below 90 percent	10	16	20	19	23	19	0	0	0	0	0	0	0	107
One or more suspensions	6	8	27	32	19	20	0	0	0	0	0	0	0	112
Course failure in ELA	23	44	45	95	67	52	0	0	0	0	0	0	0	326
Course failure in Math	13	26	30	62	38	38	0	0	0	0	0	0	0	207
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	21	22	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide FSA Math assessment	0	0	0	35	22	22	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	4	20	11	21	20	12	0	0	0	0	0	0	0	88
FY21 ELA Winter Diag Level 1 & 2	0	0	0	67	83	0	0	0	0	0	0	0	0	150
FY21 Math Winter Diag Level 1 & 2	0	0	0	85	0	0	0	0	0	0	0	0	0	85

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	17	29	40	75	48	46	0	0	0	0	0	0	0	255

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	0	12	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
Number of students enrolled	77	75	74	84	94	88	0	0	0	0	0	0	0	492
Attendance below 90 percent	0	30	19	19	31	28	0	0	0	0	0	0	0	127
One or more suspensions	0	8	4	5	22	16	0	0	0	0	0	0	0	55
Course failure in ELA	0	13	22	34	67	43	0	0	0	0	0	0	0	179
Course failure in Math	0	7	15	20	62	21	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	21	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	15	0	0	0	0	0	0	0	27
FY20 ELA Diag Levels 1 & 2	0	0	0	54	47	51	0	0	0	0	0	0	0	152
FY20 Math Diag Levels 1 & 2	0	0	0	52	37	43	0	0	0	0	0	0	0	132

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	12	14	21	64	39	0	0	0	0	0	0	0	150

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	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	77	75	74	84	94	88	0	0	0	0	0	0	0	492
Attendance below 90 percent	0	30	19	19	31	28	0	0	0	0	0	0	0	127
One or more suspensions	0	8	4	5	22	16	0	0	0	0	0	0	0	55
Course failure in ELA	0	13	22	34	67	43	0	0	0	0	0	0	0	179
Course failure in Math	0	7	15	20	62	21	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	21	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	15	0	0	0	0	0	0	0	27
FY20 ELA Diag Levels 1 & 2	0	0	0	54	47	51	0	0	0	0	0	0	0	152
FY20 Math Diag Levels 1 & 2	0	0	0	52	37	43	0	0	0	0	0	0	0	132

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	12	14	21	64	39	0	0	0	0	0	0	0	150

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	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	58%	57%	42%	57%	56%
ELA Learning Gains				59%	63%	58%	52%	61%	55%
ELA Lowest 25th Percentile				60%	56%	53%	45%	56%	48%
Math Achievement				58%	68%	63%	54%	65%	62%
Math Learning Gains				68%	68%	62%	54%	63%	59%
Math Lowest 25th Percentile				51%	59%	51%	33%	53%	47%
Science Achievement				28%	51%	53%	39%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	25%	54%	-29%	58%	-33%
Cohort Comparison						
04	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-25%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	65%	-14%	62%	-11%
Cohort Comparison						
04	2021					
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-51%				
05	2021					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	51%	-23%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-1 we will use iReady for Fall, Winter & Spring,
Grade 2 we will use iReday in the Fall, Winter & Spring along with FSQ & USA
In grades 3-5 we will use iReady in the Fall, Winter Diagnostic in the Winter, and FSA in the Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.9	25.4	37.1
	Economically Disadvantaged	30.6	26.2	36.9
	Students With Disabilities	14.3	20.0	20.0
	English Language Learners	25.0	10.0	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		78.6	76.1
	Economically Disadvantaged		80.0	75.8
	Students With Disabilities		73.3	73.3
	English Language Learners		100.0 75.0	75.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		69.7	64.1
	Economically Disadvantaged		69.4	63.5
	Students With Disabilities		66.7	60.0
	English Language Learners		85.7	55.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		78.6	78.5
	Economically Disadvantaged		77.4	77.6
	Students With Disabilities		71.4	66.7
	English Language Learners		75.0	71.4

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		49.4	45.5
	Economically Disadvantaged		48.1	45.2
	Students With Disabilities		46.2	41.2
	English Language Learners		37.5	29.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		42.7	26.7
	Economically Disadvantaged		42.3	26.7
	Students With Disabilities		41.7	29.4
	English Language Learners		17.6	5.9

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		37.3	34.8
	Economically Disadvantaged		40.4	35.7
	Students With Disabilities		40.0	30.0
	English Language Learners		20.0	23.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.9	22.6	16.5
	Economically Disadvantaged	29.4	23.3	16.7
	Students With Disabilities	20.0	20.	13.6
	English Language Learners	5.9	0.0	0.0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		63.1	66.0
	Economically Disadvantaged		61.3	65.2
	Students With Disabilities		42.1	34.8
	English Language Learners		33.3	45.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.8	55.8	41.1
	Economically Disadvantaged	53.8	54.9	40.0
	Students With Disabilities	35.0	40.0	20.8
	English Language Learners	33.3	55.6	45.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	78.7	57.1	63.8
	Economically Disadvantaged	77.3	55.0	61.8
	Students With Disabilities	37.5	19.0	25.0
	English Language Learners	62.5	60.0	80.0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	30	36	16	15	9	5				
ELL	30	59		29	29		40				
BLK	30	44	50	31	19	15	20				
HSP	8			8							
FRL	29	44	48	30	21	18	17				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	40	46	19	47	44	4				
ELL	52	63	64	69	75		38				
BLK	42	61	59	58	69	53	28				
HSP	43	50		57	71						
FRL	41	57	59	56	67	50	26				

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
				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
SWD	18	30	27	23	40	31	24				
ELL	39	50	36	48	43		25				
BLK	42	50	43	53	53	30	38				
HSP	35	58		65	67						
FRL	43	53	44	54	55	33	40				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	8
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The FY21 data shows significant deficiencies in our 4th grade classes. This resulted from having vacancies and multiple changes in personnel in that grade level. ELLs and SWDs struggled greatly in 4th grade. The FY21 data was somewhat sporadic last year due to a number of students who selected remote learning. Some assessments scores did not match the students typical performance level so often the data was questionable.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When looking at our FY19 data we had a decrease in the areas of science and ELA. Our science scores
decreased by 10%. Likewise, our 3rd grade students have the lowest achievement for ELA with a drop of 18%. When looking at our ESSA identified subgroups, our SWD's dropped in ELA achievement -7%, but went up in Learning Gains +10% & in Low 25th percentile +19%. The contributing factors for ELA & science can be attributed to the implementation of a new curriculum as well as the teacher's inability to navigate through the curriculum with ease. Additionally, the science assessment was taken near the latter part of the year prohibiting our school to schedule/conduct our annual science blitz which helps prepare our students for the assessment.

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

The data component that showed the greatest decline was in the content area of science & ELA. The contributed factors were the implementation of a new Science curriculum that has an overwhelming number of resources and is primarily electronically based. Teachers struggled with not having a textbook and deciding which components of the new curriculum were most pertinent.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was our ELA L25 percentile as well as our math learning gains.Our L25 percentile students increased their ELA score of 15% points and math learning gains increased by 14% points.

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

The new actions that our schools implemented was "striving panthers" which was designed to help target and
motivate our L25 students. The L25 students met bi-weekly with the administration and instructional coaches to monitor student efforts in the classroom. Striving panther sheets were distributed to the students and points were awarded by the teachers on the monitoring sheets. Students who met the designated criteria received rewards along with motivational discussions at the meetings

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

We will continue to move forward with our striving panthers program in addition to utilizing academic tutors who will assist in providing small group instruction during the day. Teachers will be assigned tiers to determine the level of instructional support that will be provided by instructional coaches.

Coaches will use principles from the Getting Better Faster (GBF) to lead teachers in planning and modeling of lessons in PLCs along with coaching feedback.

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

Teachers will be introduced to the GBF Scope & Sequence to monitor best instructional practices and collaborative planning. Teachers will also be instructed on the connections between the Palm Beach Focused Model and the GBF scope & sequence via a crosswalk. K-2 teachers will have PD that focuses on the BEST standards and the ne Benchmark Advance curriculum.

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

We will continue to receive support from the North Region SSCC in addition to support from the district curriculum department for implementation of BEST standards and Benchmark Advance. Our Professional Development contact Maureen Thompson will provide support for our implementation of GBF.

Early Learning
As an early intervention to increase student readiness to enter kindergarten,Westward offers a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This Title 1 VPK program is (are) supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Westward Elementary, we engage in the following kindergarten transition activities:
• Scheduling of a talk/meeting with preschool children's families
• Distribution of a letter, flyer or informational brochure sent to families of preschool children
• Holding open house for families of incoming kindergarten children
• Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
• Scheduling opportunities for having conversations with children about what kindergarten will be like
• Providing home learning activities to families to help them prepare children for kindergarten entry

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To ensure progress towards 3rd grade student achievement for ELA instruction in alignment with the District's Strategic Plan to support the expectations of LTO #2. Rationale: Our 3rd grade overall populations experienced a decline of 18% in the area of ELA for FY19. Our number of level 1's increased to 40 from the FY18 year of about 25. For FY21 we saw a slight bump up of 3% compared to FY19 which was a significant accomplishment with the pandemic. However we see the need to focus on ELA as the last year and half significantly affected students mastery of ELA in our primary classes. Additionally, we are implementing new standards in K-2 this year along with a new curriculum and are no longer able to use Fundations which was a significant piece for our phonics development.
Measurable Outcome:	Westward Elementary will improve our 3rd grade ELA proficiency rate by 10% or more on the FY22 FSA ELA assessment.
Monitoring:	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Westward Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology The monitoring will be supported by key members of the leadership team: The Principal The Assistant Principal Reading Coaches for K-2 & 3-5 SAI Teachers Math Coach IB Magnet Coordinator
Person responsible for monitoring outcome:	Nehemie Duval (nehemie.duval@palmbeachschools.org)
Evidence-based Strategy:	1. Student's will be remediated and enriched through digital and blended learning opportunities using adaptive technology; I-ready to build upon content knowledge in ELA. 2. Teachers will implement a focused curriculum (1) ELA Modules of Instruction 3. Teachers will engage in standards based instruction cycle during collaborative planning (1) what do students need to know to meet mastery (plan); (2) how do we teach effectively to ensure that all students are learning (Do); (3) how do we know the students are learning (Reflect); (4)what will we do when students are not learning or reaching mastery (5).Teachers will analyze the standards and Test Item Specifications during the planning process. 4. Differentiated small group instruction within all ELA classrooms

Rationale for Evidence-based Strategy:	I-ready offers a success rate of evidenced-based growth rate. Differentiated instruction will ensure all students learn through a variety of tasks, processes, and products strategically focused on their level. This will be specifically helpful for our ESSA identified subgroup; SWDs.

Action Steps to Implement

1. 3rd grade students will receive Supplemental support within small group rotation
2. Needs of focus will be identified for all 3rd grade students who score significantly below grade level on the iReady Fall Diagnostic and on district USAs. These students will receive small group instruction, progress monitoring/track data, readjusted instruction to meet their needs, and reassessments to ensure learning is taking place. L25 students will have on-going data chats with parental involvement (meetings).
3. Coaches will support all new teachers who are new to ELA curriculum using coaching continuum/ Leverage Leadership module
4. L25 students (grades 3-5) will be pulled out during fine arts Monitoring will occur through the classroom walks and student data analysis.

Person Responsible	Nehemie Duval (nehemie.duval@palmbeachschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	To ensure a positive school climate/culture that promotes students' ability to learn while encompassing positive relationships among administrators, teachers, parents and students. Rationale If students,teachers and staff are teaching, planning and learning in a positive learning environment that encourages collaboration, then it will lead to more effective instruction and classroom engagement leading to higher student achievement.
Measurable Outcome:	To decrease the submission of office referrals by 10% and the number of Out of school suspensions by 10% as well.
Monitoring:	Monthly review of the discipline dashboard. Monitoring of teachers who are submitting a high number of referrals and review proactive strategies for dealing with student misbehaviors.
Person responsible for monitoring outcome:	Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)
Evidence-based Strategy:	CHAMPS classroom management strategy developed by Randy Sprick's Safe and Civil School series. Implementation of Morning Meeting to teach Social Emotional Learning strategies for students school wide in conjunction with our IB learner Profile and Attitudes. Lastly incorporating Positive Behavior Support strategies to recognize positive behavior and actions by the students.
Rationale for Evidence-based Strategy:	Based on the most recent recommendations set forth by researchers and the U. S. Department of Education, CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. Morning Meetings at the beginning of each day to teach and re-inforce Social Emotional Learning (SEL) strategies in conjunction with IB learner Profile and IB Attitudes. Our Positive Behavior support plans will highlight students positive behaviors to limit student attention seeking behaviors for negative activities.

Action Steps to Implement

1. School-wide Implementation of CHAMPS and positive Behavior matrix will be utilized for all settings in the school
2. Booster Assemblies will be conducted to address the school-wide expectations
3. Incentives such as spin- the wheel, GOTCHA winner drawings, Book-arade, Winterfest, and Panther's Day Out will be used to reward positive behaviors
4. Social Emotional learning will be implemented for 10 minutes daily through the districts SEL scope & Sequence with IB character building concepts infused.
5. Monthly Staff team building activities, Employee of the Month, Kudos

in weekly newsletters and monthly drawings will be utilized to boost
staff morale

**Person
Responsible**   Lakisha Sims (lakisha.sims@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 1263 out of 1395, which is considered very high when compared to all elementary schools statewide. We reported 2.7 incidents per 100 students. This rating was for a total enrollment of 556, with 14 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting, and Sexual Harassment,14 incidents. We had zero property incidents and ranked High for Drug/Public Order incidents 1044/1395 for the State and 64/82 for the County. The incidents we ranked for was Weapons. Our total reported suspension ranked very high. We had 82 out of school suspensions in 2019-2020.

**To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to students via our morning
announcements and booster assemblies and monitoring SwPBS through SIS data. We will reinforce our IB Learner Profile & Attitudes strategies along with the SEL morning lessons and resources. In the International Baccalaureate program, IB learners strive to become inquirers,knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

We are establishing structures to build a positive environment on campus. One of those structures is
Schoolwide CHAMPS Implementation:
CHAMPS classroom management strategy developed by Randy Sprick's Safe and Civil School series.

Based on the most recent recommendations set forth by researchers and the U. S. Department of Education, CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but
instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Another structure is our Schoolwide Positive Behavior Support Program:
1. School-wide Behavior Matrix utilized for all settings in the school.
2. SwPBS Booster Assembly to address School-wide expectations.
3. Spin-the Wheel incentive program to reward positive behaviors.
4. SwPBS Weekly "Gotcha Winners" Incentive Drawing
5. Book-A-Rade School-Wide Fall Event
6. WinterFest School-Wide Winter Event
7. Panther's Day Out School-Wide Spring Event

Social Emotional Learning:
1. ALL classroom schedules include 10 minutes of SEL.
2. SEL is implemented daily from 8:00-8:10.
3. Guidance classes rotated on the Fine Arts Wheel..
4. School District of Palm Beach County SEL Competencies.
5. Each teacher received district SEL Scope & Sequence resources as well as Partnering to Promote SEL training
6. Administration reminds, monitors and reinforce the 8:00-8:10 SEL implementation.

Teachers and Staff receive encouragement via our Hospitality/Social Committee:
1. Monthly Drawings to boost staff morale
2. Treats provided to teachers each trimester
3. Egg Hunt to find the "Golden Egg"
4. Monthly Staff Team Building Activities
5. Employee of the Month Recognition
6. Kudos shared in weekly newsletter

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

Members of the School wide Positive Behavior Support System Committee and administration will provide guidance and resources that will enable the SwPBS system to function. A representative from each grade level, administration, as well as a Chair and Co-Chair are the stakeholders who comprise the SwPBS team.

The Internal coach leads the initiative with organizing our fundraising and incentives for the positive rewards system. The coach organizes the planning of the collection of GOTCHA points and how the points will be utilized to receive rewards

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe,
supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of
patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0351 - Westward Elementary School			$0.00
			Notes: No Budget request made yet from SIP funds			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0351 - Westward Elementary School			$0.00
			Notes: No Budget requests made yet from SIP fuunds			
					Total:	**$0.00**