

The School District of Palm Beach County

Westward Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (52%) 2017-18: C (46%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
Cajuste, Aissatou	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 supports 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.
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 and textbook distribution.
Russo, Donna	Instructional Coach	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	Teacher, ESE	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.
Reisner, Tracey	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

Name	Position Title	Job Duties and Responsibilities
		promote professional growth for teachers that will improve student achievement.
Smith, Dionne	School Counselor	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. She also a team member for our Behavior Assessment and Suicide Risk Assessment team
Ridgell, Terrill	Curriculum Resource Teacher	Gifted Resource teacher who provides support for our Gifted/High Achievers classes in Grades 1-5. Mr. Ridgell is researching STEM initiatives to enhance more project based learning units on campus.
Brandine, Patricia	Instructional Coach	Ms. Brandine serves as our Learning Team Facilitator who leads our PLCs. She is also providing support for our Science resources and practices. She will be assisting teachers across all grade levels in unpacking standards, developing student exemplars, examining student work, analysing data, team development of effective instructional practices and modeling.

Demographic Information

Principal start date

Sunday 5/20/2012, Bobbie Brooks

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

500

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	53	81	94	75	84	0	0	0	0	0	0	0	467
Attendance below 90 percent	0	16	25	31	16	26	0	0	0	0	0	0	0	114
One or more suspensions	0	2	9	13	2	12	0	0	0	0	0	0	0	38
Course failure in ELA	0	17	18	34	22	33	0	0	0	0	0	0	0	124
Course failure in Math	0	100	22	32	6	36	0	0	0	0	0	0	0	196
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	23	19	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	11	35	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	9	18	15	23	19	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	11	20	36	21	45	0	0	0	0	0	0	0	133

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	3	23	18	5	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/21/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	59%	56%				43%	58%	57%
ELA Learning Gains	61%						59%	63%	58%
ELA Lowest 25th Percentile	50%						60%	56%	53%
Math Achievement	35%	53%	50%				58%	68%	63%
Math Learning Gains	56%						68%	68%	62%
Math Lowest 25th Percentile	51%						51%	59%	51%
Science Achievement	16%	59%	59%				28%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	54%	-29%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-25%				
05	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	65%	-14%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-51%				
05	2022					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	51%	-23%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	47	44	14	33	50					
ELL	33	67	83	32	58	45	9				
BLK	39	64	48	35	54	50	18				
HSP	30	40									
FRL	38	61	50	36	55	53	16				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	380

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	48
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We saw a sharp decline in our math scores and our science scores as compared to 2019. Our math proficiency score was 58% but for 2022 we dropped dramatically to a level of 35% proficiency. This is a 25% drop over 3 years. Our Science score went down significantly as well, slipping from 28% in 2019 to 15% in 2022.

We also saw significant math drops for subgroups from 2019 to 2022. ELLs had a decline from 69% to 32%, Black students' percentage dropped from 58% to 35%, and FRL students dropped from 56% to 36%. This was obviously our biggest hit in loss of proficiency points over the last 3 years.

Our data trends show a need to place focus on the new BEST standards and foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in Math and Science. We will specifically focus on our ESSA-identified subgroups; Hispanic and SWD students; who will receive targeted support through various modes of instruction, including technology, small groups, tutorials, data chats, and student monitoring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The two potential areas of concern are the number of non proficient students on the statewide assessment especially for 3rd grade ELA and the 5th grade Science assessment. iReady data results,

K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary) so we are still seeing the effects from the pandemic. To address this problem we are using research based interventions such as "See Say Move, Spire, and Voyager Passports to target deficiencies in small group settings.. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high-level research-based texts provided for teachers to implement rigorous standards-based instruction using the threeCore Actions (reading text, talking about the text and completing a task around the text/standard).

Targeted support provided for all struggling learners with focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

A major contributing factor to the lack of progress for FY22 was the lack of coaching support and small group instruction that is usually provided by the Reading Coach and Math/Science coach. Both coaches were not able to provide the level of instructional support that had typically been given. Additionally the coaches are not able to do the small group support for groups of students that needed targeted instruction. We had a number of instructional personnel that were out for a majority of the year and coaches were needed to provide instruction to those classrooms. Additionally resource positions often had to cover for missing school personnel so they were not able to consistently work with students needing targeted instruction.

So filling our instructional positions is a barrier to overcome. However the reality is that this is still a challenge as there is definitely a shortage of teachers available and we are still currently trying to fill four positions at the point of this submission. So once again, this year we have coaches assisting in vacant classrooms. To assist in meeting the challenge we are using resources to advertise open positions that are outside of our district's application site. Additionally, we have participated in online vlogs with our HR department to assist in recruiting those who have an interest working with our district.

Having the open positions filled will greatly assist the coaches in providing Instructional support for teachers and targeted small group instruction for designated students

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall we saw significant increase in the fourth grade proficiency and learning gains components for state testing. Fourth grade proficiency for ELA went up from 22% to 62% and Math went up from 15% to 44%. We also saw improvements with the 3rd grade learning gains for ELA as compared to the 2019 scores. 3rd reading overall gains increased from 60% to 73% and the lowest 25% gains increased from 60% to 88%, increases of 13% and 28% respectively.

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

There are two contributing factors to the improvements of the fourth grade group in 2022. The first factor is, that was where the coaches were placed due to missing personnel for the majority of the school year. The students in the classroom were able to have instructional leaders that would have been coaching other teachers, as their primary instructors. SO these students benefited from the absence of the assigned teacher. Secondly, the students who were in the fourth grade classes in 2022 have consistently

displayed higher scores compared to the previous fourth grade class of 2021.

The Math gains can be attributed to the advantage of teachers providing face to face instruction without the challenges of hybrid instruction. Students being in the classroom to hear and see demonstrations and teachers being able to provide ongoing checks for understanding were very helpful. Additionally the Math coach did prioritize a 4th grade math teacher for support when she was available which assisted the 4th grade overall math scores.

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

1. Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5. Schoolwide implementation of the Science fair, a teacher supporting Science instruction that has expertise in the area, use of ongoing Science Bellringers are some of the plans we are looking to implement for Science instruction.

2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction

through: unpacking standards, analyzing data, developing standards based lesson using vetted resources

and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will receive professional development for the new BEST standards for Math & Reading as provided by the district with follow up support from the curriculum department and our coaches. Training on the effective use of Benchmark Advance curriculum, use of manipulatives for Mathematics for the Savass Envision curriculum, training for Science as provided in the Science Leadership Academy as well PD for the use of Penda Learning interactive program, Reflex Math for Math Fluency Interactive platform.

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on standards-based instruction to increase proficiency and gains in Math then we will increase overall student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

Student Learning Outcomes:

By February 2023, Westward Elementary will improve our overall Math proficiency rate for grades 3-5 by 4% or more on the FY23 FAST Performance Measurement 2 assessment.

By May 2023 Westward Elementary will improve our overall Math proficiency rate for grades 3-5 by 8% or more on the FY23 FAST Performance Measurement 3 assessment.

Teacher Practice Outcomes:

By February of 2023, 50% of our teachers will be effectively utilize the rotational model of small group instruction for Math with at least 2 groups working with the teacher daily.

By May of 2023, 70% of our teachers will be effectively utilize the rotational model of small group instruction for Math with at least 2 groups working with the teacher daily.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

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 & Informal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:

Math Coach - Tracey Reisner

Learning Team Facilitator - Patricia Brandine

Person responsible for monitoring outcome:

Tracey Reisner (tracey.reisner@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. The Math coach and academic tutors will be utilized to work with targeted students

2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Math teachers will incorporate the use of technology-based programs including iReady Math which has adaptive technology to assign students to

standards based content based on the diagnostic performance. Additionally Reflex Math will be utilized to enhance math fluency which is a vital skill to master for the promotion of more rigorous mathematical thinking.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

1. Incorporate small group instruction utilizing assessment data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. Small group instruction has proven to be effective for advancing student achievement when proper planning and focused instruction is implemented.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. Both iReady Math and Reflex Math have aided in significantly increasing student achievement when the programs are used with fidelity. Both programs are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's in Math. Teacher will utilize Differentiated Instruction strategies and small group instruction in all Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, Hipanics).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and adjust instruction. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible Patricia Brandine (patricia.brandine@palmbeachschools.org)

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

- e. Students will be selected and grouped for pullout tutorials and Saturday success academies based on the results from FY22 FSA/EOCs, FSQs, USAs and State Performance Measurement Assessments and ESSA identified subgroups: Hispanic and SWD.
- f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks

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

3. Adaptive Technology (iReady Math & Reflex Math):

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small group instruction based on adaptive technology results.
- d. Teachers will monitor the data from the technology program for usage and passage rates

Person Responsible Tracey Reisner (tracey.reisner@palmbeachschools.org)

4. PLC's/Professional Development

- a. Development of a PLC schedule to include all content area teachers and resource teachers.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with BEST standards during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- f. Monitored by Principal through the review of teacher schedules of student rotations, usage/progress reports, and data analysis.

Person Responsible Patricia Brandine (patricia.brandine@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 25% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 11% Proficient
First Grade- 16% Proficient
Second Grade- 26% Proficient

It also gives us data to support a lack of Vocabulary in foundational skills
Phonological awareness- 70% Proficient
Phonics-40% Proficient
High-Frequency Words- 62% Proficient
Vocabulary- 25% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 27% For literature text 30% and for Nonfiction text 23%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our FY22 data shows our third-grade students were only 30% proficient on the FSA. The FY23 iReady Fall diagnostic also stated that 25% of third - grade students were predicted to be proficient at the start of the FY23. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. The ELA school- wide learning gains increased sixteen percentage points, but the learning gains of ELA Low 25% only increased by two points. Our ESSA identified subgroups are SWDs and Hispanic students. SWD's have not met the minimum mark of 41% for three years and this is the first year that Hispanics has been identified as being below the same threshold. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (38%) and the District average (58%) is 20 percentage points. Our ESSA identified subgroup SWDs - ; there was an increase of 4% in ELA proficiency. Our second ESSA subgroup of Hispanic students showed an increase in ELA of 22% from 2021 but still 13% below where we were in 2019 when we scored 43% proficient.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

For the first iReady diagnostic we had the following:

August 2022

Kindergarten - 9% Proficient

1st Grade - 16% Proficient

2nd Grade - 27% Proficient

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 30% Proficient 40% Proficient

First Grade- 30% Proficient 35% Proficient

Second Grade- 35% Proficient 40% Proficient

Grades 3-5: Measureable Outcome(s)

For the first iReady diagnostic we had the following for 3-5:

August 2022

3rd Grade - 26% Proficient

4th Grade - 15% Proficient

5th Grade - 31% Proficient

The measurable outcomes for 2023 are:

February 2023 May 2023

3rd Grade - 35% Proficient 40% Proficient

4th Grade - 25% Proficient 35% Proficient

5th Grade - 36% Proficient 40% Proficient

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also 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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Duval, Nehemie, nehemie.duval@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers. collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

4. Multi-Tiered Support Services (MTSS): Students identified as substantially deficient in reading receive intervention outside of the Literacy Block by their Homeroom Teacher and/or Reading Endorsed Teacher to provide researched based intervention using the MTSS Framework.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

4. MTSS specifically targets the needs and deficiencies of individual students and provides research based practices as interventions along with progress monitoring to observe the effectiveness of the intervention. This process is monitored and team based decisions are made for growth and support.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Develop Literacy Leadership</p> <p>a. School administrator, b. Reading coach, c. Media specialist, d. Lead teacher</p> <p>Develop a plan to monitor the implementation & ensure compliance with the reading plan</p> <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Jelks-Cook, Jessica, jessica.jelks-cook@palmbeachschools.org</p>
<p>Assessment:</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Duval, Nehemie, nehemie.duval@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning)</p> <p>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p> <p>3. Ongoing monitoring and meeting cycles every 6-8 weeks by grade level to determine effectiveness of the interventions being used and next steps for students</p>	<p>Russo, Donna, donna.russo@palmbeachschools.org</p>
<p>Professional Development</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p> <p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p>	<p>Brooks, Bobbie, bobbie.brooks@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.</p> <p>5. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/ Instructional Superintendents to determine individual school needs and provide additional training and support.</p> <p>6. The District Reading Collaboration team provides professional development to schools based on needs.</p>	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.