Westside Elementary School

2022-23 Schoolwide Improvement Plan

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Westside Elementary School

2175 DEGROODT RD SW, Palm Bay, FL 32908

http://www.westside.brevard.k12.fl.us

Demographics

Principal: Stephanie Woodbury M

Start Date for this Principal: 2/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (62%) 2017-18: B (54%)
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 Brevard 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-6	No	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Together WE will achieve greatness!

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
Woodbury, Stephanie	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success. Leverages school leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.
Williams, Mallory	Assistant Principal	Supports the realization of school wide vision my managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings and coaching cycles.
Tison, Brianne	Reading Coach	Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II and III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Smith, Kayla	Teacher, ESE	Supports the successful implementation of school wide ESE goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers high quality instructional practices for students with disabilities. Supports teachers with tools to develop and implement strategies for accessing curriculum, differentiation, scaffolding, and utilizing accommodations. Monitors the effective

Name	Position Title	Job Duties and Responsibilities
		implementation by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.

Demographic Information

Principal start date

Monday 2/10/2020, Stephanie Woodbury M

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.*

7

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.*

11

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

805

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

4

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

9

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	102	102	97	113	106	118	141	0	0	0	0	0	0	779
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	1	1	2	3	4	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	21	19	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	30	20	34	0	0	0	0	0	0	93
Number of students with a substantial reading deficiency	0	0	4	11	8	8	18	0	0	0	0	0	0	49
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	9	11	13	24	0	0	0	0	0	0	57

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	2	8	4	10	4	10	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	1	2	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/7/2022

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	96	102	98	108	87	122	98	0	0	0	0	0	0	711
Attendance below 90 percent	17	20	15	13	14	17	16	0	0	0	0	0	0	112
One or more suspensions	0	3	0	0	1	5	6	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	1	2	10	3	0	0	0	0	0	0	16
Course failure in Math	0	0	0	1	5	14	12	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	12	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	16	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	4	8	21	13	35	23	0	0	0	0	0	0	104
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	17	30	16	0	0	0	0	0	0	64
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	24	29	24	0	0	0	0	0	0	78

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	7	6	10	26	46	30	0	0	0	0	0	0	125

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	12	2	1	1	3	1	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	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	96	102	98	108	87	122	98	0	0	0	0	0	0	711
Attendance below 90 percent	17	20	15	13	14	17	16	0	0	0	0	0	0	112
One or more suspensions	0	3	0	0	1	5	6	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	1	2	10	3	0	0	0	0	0	0	16
Course failure in Math	0	0	0	1	5	14	12	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	12	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	16	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	4	8	21	13	35	23	0	0	0	0	0	0	104
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	17	30	16	0	0	0	0	0	0	64
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	24	29	24	0	0	0	0	0	0	78

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	7	6	10	26	46	30	0	0	0	0	0	0	125

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	12	2	1	1	3	1	0	0	0	0	0	0	22
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	61%	56%				59%	62%	57%
ELA Learning Gains	71%						64%	60%	58%
ELA Lowest 25th Percentile	63%						59%	57%	53%
Math Achievement	55%	49%	50%				64%	63%	63%
Math Learning Gains	69%						75%	65%	62%
Math Lowest 25th Percentile	52%						54%	53%	51%
Science Achievement	52%	60%	59%				59%	57%	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	58%	64%	-6%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	59%	61%	-2%	58%	1%
Cohort Comparison		-58%				
05	2022					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-59%				
06	2022					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison		-52%				

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	50%	61%	-11%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-50%				
05	2022					
	2019	57%	60%	-3%	60%	-3%
Cohort Comparison		-67%				
06	2022					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	56%	0%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				

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	19	47	50	29	53	39	19				
ELL	47	76	71	44	72	50	21				
BLK	48	72	78	35	61	44	37				
HSP	65	72	55	57	84	70	35				
MUL	71	76		61	69		60				
WHT	64	68	55	58	65	44	60				
FRL	55	68	65	50	67	50	50				
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	25	54	65	26	49	46	13				
ELL	36	59		33	45						
BLK	44	68	76	38	49	44	8				
HSP	57	74	70	40	56	67	33				
MUL	76	80		61	50						
WHT	63	65	59	58	52	53	48				
FRL	53	63	63	45	49	50	29				
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	20	45	45	30	48	41	16				
ELL	41	60	68	56	79	56	39				
BLK	42	56	58	51	70	53	59				
HSP	53	58	56	56	72	55	50				
MUL	63	63		66	65						
WHT	65	68	63	69	78	57	65				
FRL	50	63	55	56	69	54	51				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	55
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	55
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	62

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
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?

Although growth had been stagnant for a few years prior, last year's state assessment results showed growth in all categories except the lowest 25% in ELA. For our African American and ELL students, we have seen a gradual improvement over the last 3 years. Our SWD, however, has fluctuated up and down with no major improvements.

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

The categories that are showing the greatest need for improvement would be ELA proficiency for our lowest 25%, Math proficiency in grades 5 and 6, and overall proficiency with our SWD.

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

Some factor may include but not limited to teaching to the full intent of the standard involving critical thinking for students, not utilizing our ESE personnel effectively to support student learning, tracking student progress with fidelity and implementing interventions strategically. Additionally, due to pandemic, absenteeism was high for students and staff.

New actions to improve would be to ensure all lessons are standards-based and taught to the full intent, monitor student data more frequently, establish a better system for interventions, and maximizing the service model for our ESE students to support in accessing the curriculum.

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

Our 4th grade proficiency in ELA and Math had the greatest improvements. Third grade ELA also showed tremendous growth from the 21-22 school year. Our ELL and AA subgroups also showed an increase along with our overall Science proficiency.

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

Strong focus on teaching to the full intent of the standard through collaborative planning sessions, coaching cycles and interventions.

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

Continuation of collaborative planning sessions, strategic interventions and frequent monitoring of data for all students. Additionally, utilizing Tier 2 and Tier 3 interventions daily for those students.

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.

Standards-based instruction
Student engagement strategies
Progress Monitoring
Strategies for SWD/ELL to access curriculum
Small group intervention

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

Consistent and frequent grade level meetings to collaborate on data, student progress and work samples, mini professional development sessions, increased walkthroughs for instructional feedback, and intentional professional development days.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to increase the proficiency levels in ELA , Math and Science, students need to be consistently working at a rigorous level to the full intent of the standard. This will be accomplished by instructional leaders and coaches facilitating collaborative planning sessions, so teachers have protected and supported time to analyze and conduct purposeful lesson planning to ensure that instruction, tasks, and assessments are standards-aligned. The goal is to implement these standards-aligned plans with fidelity to ensure equity across the grade level and consistent rigor to the level that will be assessed by local and state tests. Additionally, we will support students in prerequisite skills for standards through afterschool tutoring in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Ultimately, the measurable outcome will be improved proficiency levels in ELA , Math and Science based upon local and state assessments. Spring 2022 FSA Proficiency Data *ELA Achievement: FSA: 62% *ELA Learning Gains: Current: 71% *ELA Lowest 25%: Current: 63% *Math Achievement: Current: 55% Math Learning Gains: Current: 62% Math Lowest 25% Current: 52% Science Achievement Current: 52% Fall 2022 Progress Monitoring Proficiency Data (F.A.S.T) ELA 34% (grades 3-6) Math 13% (grades 3-6) Based upon the data listed above, our measurable goals for Progress Monitoring #2 Increase ELA proficiency in grades 3-6 to 50%, Math proficiency to 40% Based upon the data listed above, our measurable goals for Progress Monitoring #3 Increase ELA proficiency in grades 3-6 to 65%, Math proficiency to 60%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily, observational data will be collected during walk-throughs, and progress monitoring standards mastery and mini-task assessments will show consistent growth. Administration and instructional coaches will conduct frequent walkthroughs to collect data on standards-based instructional practices. Data will also be disaggregated to see if students are mastering standards to the full intent.
Person responsible for	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use of the coaching cycle for collaborative planning, modeling, follow-up, and monitoring through instructional chats and observational data. The curriculum maps will also serve as a guide to ensure correct pacing of instruction throughout the school year. Collaborative planning will help teachers develop clarity and establish learning targets for their students, both of which have effect sizes greater than .40 which is proven to boost student achievement based upon John Hattie's Visible Learning research. When teachers have a clear understanding of what students are expected to master at their grade level, their instructional practices are more targeted. The continuous feedback from observational data will also guide teachers to refine their practices within the coaching cycles.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By giving guidance and job-embedded professional development to teachers in regards to planning and implementing standards-aligned instruction, the students will benefit from a more engaging, rigorous learning environment with opportunities to show mastery of standards. It will also include our ESE teachers who can enhance the lessons and instruction with research-based strategies to improve performance by students with disabilities, as well as, benefiting others. The use of complex text will assist with improving our ELA proficiency and student tasks will be more aligned with the test specifications based upon FSA. For our lower grades, it will build a stronger foundation in ELA to improve student achievement long-term.

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. State and local assessment data will be disaggregated to find areas of limited proficiency of our school.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

2. Grade levels will be assigned an instructional coach or an administrator as their facilitator for collaborative planning sessions.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

3. Collaborative planning will meet weekly to examine standards, and ensure all instruction, tasks and assessments are aligned to the full intent of the standard. General education teachers and ESE resource teachers will attend together. Job-embedded professional development will occur during these planning sessions tailored to the grade level or teacher needs.

Person Responsible Brianne Tison (tison.brianne@brevardschools.org)

4. Students will take assessments at the end of each curriculum unit to ensure the instruction is teaching to the full intent of the standard.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Weekly data-team meetings will analyze standards mastery data and student work samples. Through this discussion, all stakeholders will take ownership of challenges and collaborate on action plan to improve or assist.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

6. Administration and instructional coaches will conduct weekly walkthroughs to collect data on the fidelity of standards-aligned instruction, student work, and assessments. Feedback will be shared with teachers in the coaching cycle and areas of weakness will be supported with human or material resources such as modeling and teacher trainings.

Person Responsible   Brianne Tison (tison.brianne@brevardschools.org)

7. Teachers will provide after school tutoring for students to build requisite skills for each standard funded by ASP (ESSER) Funds.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus is a continuation of our Positive Behavior Intervention and Supports (PBIS) initiative with an emphasis on building relationships through Class Conventions, restorative conversations and Conscious Discipline. Three years ago, PBIS was initiated but not implemented with fidelity due to lack of training and staff buy-in. Two years ago, the school abandoned the system due to various factors. Last year, we relaunched the PBIS culture with success, however, we still hade some substantial student behaviors. Based upon our discipline data and trends, stakeholders decided to add in the next layer of the PBIS system with improvements and training for all staff. Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance. These areas of need were identified through TNTP teacher survey, forums with staff, Youth Truth Survey, discipline data, and observational data by leadership: 1) Students were not given or held accountable to schoolwide standards, and discipline was not consistent or communicated effectively with staff. Learning environments were often disrupted and students had difficulty focusing. Teachers were frustrated with discipline measures. There was not a consistent method to identify, teach, and positively reinforce expectations. 2) Relationships between offending students and staff, or other classmates, were often damaged without a consistent, researched-based method to rebuild. When relationships are damaged or severed, it makes redirection and trust areas of concern during academic or behavioral needs. 3) Classrooms that did not utilize Class Convention with fidelity saw a greater number of discipline issues throughout the year. Comparatively, those who did use it with fidelity saw the strength of relationships and student reduction in behaviors.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is to decrease the number of discipline incidents and student referrals schoolwide as documented in our RtI database, as well as, teacher documentation. Another goal would be an improvement in our staff TNTP survey results in the areas of school culture, student discipline, and administrative support. Our goal is to decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our AA students and SWD.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor discipline data and conduct walkthroughs to collect observational data on the implementation and effectiveness of PBIS systems. Our goal is to improve the overall school culture, social emotional learning, and decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our AA students and SWD.

Person responsible for monitoring outcome:	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Positive Behavior System is a research-based program that creates a schoolwide common language and set of expectations. The token currency encourages students to follow expectations by rewarding them for their efforts and positive praise. Class Conventions, Restorative Conversations and Conscious Discipline help build and maintain an emotionally safe learning environment for students and staff by using structures for class meetings, resolving conflicts, and repairing relationships broken between students and staff. It allows students and staff to understand how their actions impact the academic and emotional well-being of others while taking ownership. Additionally, it teaches students that mistakes will not follow them, but give them a chance to restore damage and move forward.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Because our discipline and TNTP data shows a need for consistency and effectiveness, our school decided to relaunch our PBIS program with some improvements to ensure success. Additionally, by utilizing Class Convention, Restorative Conversations and Conscious Discipline, it gives staff more tools to build and maintain a positive learning environment and school culture. Survey data stated staff felt there was not a consistent effort schoolwide among their colleagues, and by narrowing our focus and adding additional tools, staff can have a common language as well as be held accountable by their peers. Finally, by using a positive language approach, the culture of the school will bloom naturally.

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. Discipline and TNTP data will be analyzed and areas of concern will be problem-solved through collaborative forum including all school-based stakeholders.

Person Responsible	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

2. Staff review of schoolwide expectations for students in regards to PBIS. Steering committee will continue to establish alignment between current PBIS language/expectations, and the language/philosophies of Class Conventions, Restorative Conversations and Conscious Discipline. Using FOCUS referral process will now increase the communication between staff and administration on corrective strategies taken.

Person Responsible	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

3. Staff with receive a refresh and updated training of PBIS, Class Conventions, Restorative Conversations, and Conscious Discipline from our administration and PBIS steering committee during pre-planning. They will be provided with the necessary documents, plans and materials to implement with fidelity from the first day of school.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

4. Every classroom teacher will conduct daily Class Conventions each morning to build relationships and a strong class community. During conventions, PBIS expectations will be reinforced along with a focus on character traits and Social Emotional learning. Administration will ensure time is made available in the master schedule for these conventions to occur without interruption.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Students will be able to spend their Compass Cash (token economy) at the PBIS store each month, and purchase tickets to quarterly PBIS school events. Teachers will also integrate a class Compass Cash incentive program to purchase non-tangible experiences.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

6. Administration will conduct walkthroughs to collect data on the implementation and effectiveness of all PBIS structures. This observational data will be shared at monthly meetings and any issues will be addressed and problem-solved. Additionally, discipline data and attendance data will be continually tracked and reviewed through our data base to monitor effectiveness in comparison to our walkthrough data.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

7. Guidance Counselor will implement school-wide mental health education programs, as well as, mentoring students in need and providing specific support services to students through small group and individual therapy sessions.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area will focus on improving the academic proficiency of our students with disabilities. The current data triangulated from various assessments last year is as follows: FSA Spring 2022 --19% of our students with disabilities demonstrated mastery of standards in ELA --29% of our students with disabilities demonstrated mastery of standards in Math Progress Monitoring #1 Fall 2022 (Kindergarten-Second Grade) 13% of our students with disabilities demonstrated mastery of standards in ELA 35% of our students with disabilities demonstrated mastery of standards in Math Progress Monitoring #1 Fall 2022(Third-Sixth Grade) 11% of our students with disabilities demonstrated mastery of standards in ELA 4% of our students with disabilities demonstrated mastery of standards in Math Our Students with Disabilities (SWD) include all students with an Individualized Education Plan (IEP). This is a relatively large group in our school, comprising 22% of our student population. In the past, this group has been the group that makes the least amount of growth and has the smallest percentage of students meeting grade level expectations. Though we are making progress with this subgroup, less than 50% of them are consistently demonstrating mastery of standards in Reading, Math, and Science. We will utilize ESE Resource teachers to implement more layers of support for our subgroup students. These students will receive the high-quality Tier 1 instruction in all subjects, plus additional supports throughout their academic week to improve foundational skills including Tier II and III instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to improve these subgroups to the following data points: Progress Monitoring #2 (Kindergarten-Second) 25% of our students with disabilities will demonstrate mastery of standards in ELA 50% of our students with disabilities will demonstrate mastery of standards in Math (Third -Sixth) 25% of our students with disabilities will demonstrate mastery of standards in ELA 20% of our students with disabilities will demonstrate mastery of standards in Math Progress Monitoring #3 (Kindergarten-Second) 40% of our students with disabilities will demonstrate mastery of standards in ELA 65% of our students with disabilities will demonstrate mastery of standards in Math (Third -Sixth) 40% of our students with disabilities will demonstrate mastery of standards in ELA 35% of our students with disabilities will demonstrate mastery of standards in Math
Monitoring: Describe how this Area of Focus will be	Student progress will be monitored through out Multi-Tiered System of Supports (MTSS) and grade level data chats weekly. Administration, Instructional Coach, and Teachers will track data after each diagnostic and standards assessment.

monitored for the desired outcome.	
Person responsible for monitoring outcome:	Brianne Tison (tison.brianne@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Accurately tracking student data and utilizing the Multi-Tiered System of Support with fidelity will ensure students are identified and given the supports they need to succeed. Students are identified through assessment and observational data, and a team of stakeholders then determines their plan of action for each student. Many of these students are in need of Tier II and Tier III interventions in Reading and Math due to significant skill gaps and proficiency deficits. Small group instruction based upon progress-monitoring data is an evidence-based strategy to improve student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The MTSS process is an effective system to identify and assist students with learning deficiencies. Once the students are correctly identified, Tier II and III small group instruction allows us to target specific skills with bi-weekly progress monitoring. This provides data for dynamic grouping as students master skills. Tier III intervention allows a focused approach to substantial skill gaps for students performing two or more years below grade level. On-going progress monitoring ensures students are getting the services they need to increase proficiency levels.

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. Leadership team will disaggregate data, identify subgroups and specific students who are demonstrating deficits and share information with stakeholders via various mediums.

Person Responsible	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

2. Administration will provide a 40-minute time block 4 days a week for a schoolwide Acceleration Time for every student to build foundational skills or enrich capabilities in reading and math. All Classroom teachers, Literacy Coach, ESOL teacher and IA's, and ESE Resource teachers and IA's will conduct a layer of intervention for identified students during this time.

Person Responsible	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

3. Teachers, Literacy Coach and Administration will discuss students during data chats and MTSS grade level meetings to identify those who are not making adequate progress or not attending school regularly.

Person Responsible	Brianne Tison (tison.brianne@brevardschools.org)

4.Classroom teachers, ESE Resource teachers and Literacy Coach will provide Tier II instruction with progress monitoring to occur bi-weekly, or Tier III interventions with weekly progress monitoring. ESE teachers will provide supports for students during core academic blocks and additional support as needed during other times of the student day.

Person Responsible	Brianne Tison (tison.brianne@brevardschools.org)

5. Adjust student groupings as needed using progress monitoring data. Move forward through MTSS process for students who are not showing growth with Tier II or III interventions. Continue to follow MTSS protocols to ensure students' needs are being met based upon the frequent data collected.

Person Responsible	Brianne Tison (tison.brianne@brevardschools.org)

6. For students whose academic progress is being affected by inconsistent attendance, the Guidance Counselor will reach out to families to identify and solve any barriers such as transportation or needs within the home.

Person Responsible	Mallory Williams (williams.mallory@brevardschools.org)

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.

Westside Elementary plans to continue building positive relationships with parents and families through hosting various family nights such as our "Meet the Teacher", Open House, individualized parent conferences, and Academic nights. Additionally, teachers communicate daily or weekly with families on educational and informational items. These opportunities give parents a chance to get to know their children's teachers and other parents in our school community. Lastly, administration uses social media and other mediums to communicate weekly on the happenings within the school and reach for volunteers to support as needed.

Our school builds a positive school culture with students by implementing our PBIS system to focus on expectations and positive incentives. Additionally, we have implemented daily "Class Convention" to create a strong classroom community, develop social emotional learning, and provide a medium for students to discuss current issues and problem-solve.

We build positive relationships with community stakeholders through mentoring programs and inviting community business and resources to our events. Both parents/families and community stakeholders are welcome to give input into our School Improvement Plan, Compact and Parent Family Engagement Plan through face to face meetings and surveys throughout the year.

To build a positive culture for our staff and build leadership capacity, we funded a summer cohort to review our school data, identify areas of concern school-wide, and create solutions. All staff was encouraged to attend to provide insight and ideas. Once the areas of concern were identified, staff separated into discussion groups to problem-solve. Although administration attended these sessions, they were led by

teachers. These staff representatives shared their solutions and new systems to the staff during pre-planning which were implemented for the 22-23 school year. Administration assists in monitoring these new systems, but the staff continues to lead the charge on each one of the focus areas. Overall, this has created a strong sense of ownership to the school's mission and vision, and the staff has shown more fidelity in the implementation thus far than in previous years.

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

School Administration- Supports and guides our PBIS system, family and community engagement events listed above, and builds positive morale and leadership with various staff activities, meetings and events.

Faculty and Staff-Implements our PBIS system and the daily Class Conventions with fidelity. Faculty stays in constant communication with families to support their needs as a partner in every child's educational journey. Additionally, they offer perspective via meetings, professional development, committees, and the Insight Survey each spring.

Parents and Families- Participates in school-wide events, offers perspectives via surveys, School Advisory Council and Parent Teacher Organization meetings, and support learning with a partnership developed with classroom teachers.

Community Members-Attend school-wide events, offer funding for items to promote achievement and growth of students, and offer insight via various platforms to use in school goals.

Students- Follow school-wide PBIS expectations of being SAFE, RESPECTFUL, and RESPONSIBLE each school day. They also offer their insight in the Youth Truth Survey to help develop school goals.