Westwood Heights Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Westwood Heights Elementary School

2861 SW 9TH ST, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Georgia Stewart

Start Date for this Principal: 2/4/2020

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: D (40%) 2018-19: C (47%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Broward 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	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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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.

Our mission this year is to maintain a laser focus on the work of closing achievement gaps by delivering rigorous instruction.

Provide the school's vision statement.

The vision of Westwood Heights Elementary is to provide an environment that fosters personal growth through self awareness and self management while engaging in learning focused on real-world experiences designed to close the achievement gap.

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
Stewart, Georgia	Principal	Dr. Stewart oversees the daily activities and operations within the school. She creates a shared mission and vision of academic success for all students; creates a climate hospitable to education and cultivates leadership in others. She ensures equity of educational opportunities and engages in culturally responsive practices. Her duties are to implement and supervise district and state approved curriculum; support meaningful engagement among community stakeholders to promote school-wide improvement.
Bonny, Lynne	Assistant Principal	Ms. Bonny deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Kersher, Madison	Teacher, ESE	Responsible for providing support to Westwood Heights to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE specialist must ensure that state and federal requirements for ESE students are strictly adhered to.
Wint, Mondelle	Reading Coach	Increase the ELA achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in ELA instruction. Model lessons which include best instructional practices in ELA instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for ELA instruction. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development.
Rodriguez, Shevaun	Math Coach	Increase the mathematics achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in math instruction. Model lessons which include best instructional practices in math instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of manipulatives into instruction. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development.

Name	Position Title	Job Duties and Responsibilities
Hanslip, Rohan	Science Coach	Increase the Science achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in Science instruction. Model lessons which include best instructional practices in Science instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of hands on activities and experiments into instruction. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development.

Demographic Information

Principal start date

Tuesday 2/4/2020, Georgia Stewart

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.*

1

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.*

4

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

438

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

11

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

7

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	74	87	89	78	88	104	0	0	0	0	0	0	0	520
Attendance below 90 percent	38	40	39	27	44	38	0	0	0	0	0	0	0	226
One or more suspensions	2	2	0	14	17	17	0	0	0	0	0	0	0	52
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	35	44	43	0	0	0	0	0	0	0	122
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	37	44	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	3	6	14	7	10	0	0	0	0	0	0	0	40

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	1	4	2	38	57	55	0	0	0	0	0	0	0	157

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	0	1	38	18	46	0	0	0	0	0	0	0	0	103
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/30/2022

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	80	96	86	98	101	96	0	0	0	0	0	0	0	557
Attendance below 90 percent	34	52	40	52	45	49	0	0	0	0	0	0	0	272
One or more suspensions	0	0	0	9	3	3	0	0	0	0	0	0	0	15
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 2019 statewide FSA ELA assessment	0	0	0	0	4	29	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	1	3	6	91	88	84	0	0	0	0	0	0	0	273

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	1	3	4	51	40	57	0	0	0	0	0	0	0	156

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

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	80	96	86	98	101	96	0	0	0	0	0	0	0	557
Attendance below 90 percent	34	52	40	52	45	49	0	0	0	0	0	0	0	272
One or more suspensions	0	0	0	9	3	3	0	0	0	0	0	0	0	15
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 2019 statewide FSA ELA assessment	0	0	0	0	4	29	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	1	3	6	91	88	84	0	0	0	0	0	0	0	273

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

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	26%	58%	56%				35%	59%	57%
ELA Learning Gains	43%						56%	60%	58%
ELA Lowest 25th Percentile	44%						60%	54%	53%
Math Achievement	37%	54%	50%				54%	65%	63%
Math Learning Gains	60%						49%	66%	62%
Math Lowest 25th Percentile	42%						43%	53%	51%
Science Achievement	25%	59%	59%				33%	46%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	34%	62%	-28%	58%	-24%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	25%	59%	-34%	56%	-31%
Cohort Comparison		-34%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-62%				
05	2022					
	2019	40%	64%	-24%	60%	-20%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	49%	-18%	53%	-22%
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	25	53	56	31	50	33	19				
ELL	17	35		34	48		9				
BLK	25	42	38	35	58	41	27				
HSP	21	42		45	71						
FRL	23	37	38	34	56	45	22				

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	36	46		34	38	36	32				
ELL	13	8		15			8				
BLK	29	33	25	19	18	25	23				
HSP	19	40		26	30		10				
FRL	24	31	19	16	17	29	18				

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	35	58		58	73		36				
ELL	37	66	62	61	61	64	23				
BLK	35	54	55	52	47	43	31				
HSP	28	63		60	47						
FRL	35	56	60	53	49	41	33				

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)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
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	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

Based on the analysis of the 2021-2022 FSA scores, 26% of the students were proficient in ELA, 37% in Math, and 25% in Science. The scholars made 43% learning gains in ELA and 60% in Math. The learning gains of the lowest quartile were 44% in ELA and 42% in Math.

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

Based on the analysis of the 2021-2022 FSA scores, the greatest need for improvement is to increase the levels of proficiency and learning gains in the lowest quartiles for ELA, Math, and Science. In addition, providing trainings to increase teacher pedagogy.

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

We faced challenges with teacher retention in the intermediate grades and teacher efficacy. To address these needs, we are providing laser focused professional development, targeted coaching cycle support, and planning for effective instruction.

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

Based off progress monitoring and the 2022 FSA, there were more Math gains. The proficiency in Math improved from 19% (2021) to 37% (2022) and learning gains of 19% in 2021 to 60% in 2022.

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

The contributing factors were using programs such as Reflex Math and Acaletics, providing push in/pull out support, scheduling planning support with intermediate teachers, utilizing data trackers, providing incentives for students, implementing monthly individualized goals for students, and using hands on manipulatives.

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

To accelerate learning, we will continue progress monitoring, using data to drive instruction and increase student engagement. In addition, we will support teachers with planning, conduct PLCs and professional developments to increase teacher pedagogy, and ensure effective lesson planning.

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 developments will be provided by the instructional coaches and district personnel. Professional opportunities such as:
-Teach Like a Champion (TLAC) that will enhance teacher pedagogical practices and student engagement.

-Curriculum and Instructional planning with the instructional coaches that entails laser focus on building foundational skills, research based instructional practices, deconstructing the standards, data tracking and progress monitoring.

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

Teachers will be afforded opportunities to attend professional developments provided by district master coaches to further increase their teacher efficacy. Extended Learning Opportunities (ELO) Camp will continue to be provided to targeted subgroups for additional academic support. The Collaborative Problem Solving Team (CPST) will continue to identify and support tier 2 and tier 3 students with research based interventions.

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.	Based on school performance data, the areas of proficiency, learning gains, and lowest quartile, there is a need to increase the teachers' ability to deliver quality Tier I instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 50% of students in grade 3-5 will achieve at least: 41% proficient in ELA, 50% proficient in Math, and 41% in Science on FAST and Science FSA assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through formative assessments, weekly support planning, data chats, collaborative classroom walkthroughs, and PLCs.
Person responsible for monitoring outcome:	Georgia Stewart (georgia.stewart@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For ELA, teachers will utilize a written response strategy with text evidence based and text dependent strategies and implement technology. Instruction will focus on phonics, comprehension, vocabulary, phonemic awareness, and fluency. Teachers will utilize a research based word problem solving strategies, CUBES, use the CRA model (Concrete-Representational-Abstract), and implementation of technology and hands-on manipulatives. For Science, teachers will use the 5E model lessons with experiments and weekly real-life hands on experiences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Strategy will provide students with step-by-step actionable steps to pick apart, identify key terms, understand what is being asked in a story/problem and make connections to real world.

**selecting this
strategy.**

To address the Area of Focus:
*Planning with the UDB model
*Progress Monitoring of Summative & Formative assessments
* Data Tracking
*Conduct Collaborative Classroom Walkthroughs
*Improve Teacher Pedagogy in Tier 1 instruction
*Analysis of most current data
*Coaches and District Master Coaches will conduct PLCs based on data
*Teachers and Coaches will attend weekly grade level common planning
*Coaches will provide planning support for ELA, Math, and Science weekly
*Attend District trainings
*Coaches monitor and provide appropriate support
*ELO Camp for targeted subgroups
*Push in/Pull-out support for the targeted subgroups

**Person
Responsible**   Georgia Stewart (georgia.stewart@browardschools.com)

#2. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2021-2022 school year, 44% of the lowest quartile group made Learning gains in ELA and 42% of the lowest quartile made learning gains in Math. A critical need which was identified was providing additional support in the form of Extended Learning Opportunities in ELA and Math for students in the Lowest Quartile in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023 as measured by State assessments, the achievement of students in the lowest quartile will increase as follows: 44% -60% of students in lowest quartile in ELA and 42%-60% in the lowest quartile making learning gains in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The students in the lowest quartile will be monitored by the leadership team: Literacy coach, Math Coach, Science Coach and administration. Their data on each assessment will be tracked to monitor their progress on each standard.
Person responsible for monitoring outcome:	Lynne Bonny (lynne.bonny@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math and Literacy coaches will provide push-in and pull out support during the school day to assist with Tier 2 and Tier support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Starting in January 2023, Extended Learning Opportunity Afterschool camps will be available to provide additional support in the areas of ELA and Math for students in the lowest quartile.

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.

*Teachers utilizing resources from Ellevation, EnVision (iReady) and EnVision (Math)
*Scholars using Imagine Learning (ELL) & Access Point (ESE)
*MTSS (Multi-Tiered System of Support) for Tier 2 and Tier 3 support
*ELO Camp for targeted subgroups
*Push in/Pull-out support for the targeted subgroups
*Effective Tier 1 instruction (Whole and small groups instruction) with ESE and ESOL accommodations
*Push in-Pull out support with ESSR teachers
*Differentiated instruction and Hands on Learning
*District training on Ellevation at Westwood Heights

Person Responsible	Georgia Stewart (georgia.stewart@browardschools.com)

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

Providing high quality TIER I instruction, improving instructional strategies, explicit teaching of reading, and differentiated small instruction.

To address the Area of Focus:
*Analysis of most current data
*Coaches and District Master Coaches will conduct PLCs based on data
*Teachers and Coaches will attend weekly grade level common planning
*Coaches will provide planning support for ELA, Math, and Science weekly
*Attend District trainings
*Coaches monitor and provide appropriate support
*ELO Camp for targeted subgroups
*Push in/Pull-out support for the targeted subgroups

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

For 2021-2022, 26% of the students in grades 3-5 were proficient on the FSA ELA assessment (25%-3rd grade, 20%-4th, 19%-5th Grade). Providing high quality TIER I instruction, improving instructional strategies, explicit teaching of reading, and differentiated small instruction.

To address the Area of Focus:
*Analysis of most current data
*Coaches and District Master Coaches will conduct PLCs based on data
*Teachers and Coaches will attend weekly grade level common planning
*Coaches will provide planning support for ELA, Math, and Science weekly
*Attend District trainings
*Coaches monitor and provide appropriate support

*ELO Camp for targeted subgroups
*Push in/Pull-out support for the targeted subgroups

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)

By May 2023, 50% of students in grade 3-5 will achieve at least: 41% proficient in ELA, 50% proficient in Math, and 41% in Science on FAST and Science FSA assessments.

Grades 3-5: Measureable Outcome(s)

For the 2022 school year, 26% of 3-5 students were proficient in ELA. By May 2023, 50% of students in grade 3-5 will achieve at least: 41% proficient in ELA, 50% proficient in Math, and 41% in Science on FAST and Science FSA assessments.

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.

The Area of Focus will be monitored through formative assessments, weekly support planning, data chats, and PLCs. Teachers will receive weekly support in lesson planning twice a week with the instructional coaches. Teachers will also receive professional development twice a week in an effort to improve their instructional strategies and improve their pedagogy. Data analysis meetings will be held with the teachers after each assessment to determine areas of strengths and weakness as it relates to standards.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Stewart, Georgia, georgia.stewart@browardschools.com

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. §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?

This year our evidence-based practices include addressing our critical need of teacher development and increasing teacher efficacy. Time will be allotted to afford teachers the opportunity to work on lesson planning twice a week with the Literacy, Math and Science coach. Teachers will receive professional development in areas of deconstructing standards, effective lesson delivery, classroom management, etc.

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?

Based on student performance data there is a need to improve teachers' ability to deliver quality TIER 1 instruction. Consequently, teachers will be provided opportunities to participate in scheduled data driven professional development centered around deconstructing standards; instructional delivery best practices; and student engagement strategies. Additionally, professional development opportunities will include a plan for implementation, monitoring, and teacher feedback.

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
Action Step #1 - Development of professional development calendar that outlines year-long PD opportunities. Prioritized focus on school-wide literacy development (ELA) in partnership Elementary Learning (Grade Level Standards and instructional framework) and TPLG (TLAC Strategies) Weekly deconstructing planning support by school-based instructional coaches. Furthermore, coordinated support with district master coaches will be an additional layer of support. District instructional facilitators will provide support for both teachers and school-based instructional coaches to further build capacity for effective lesson planning and delivery of instruction.	Stewart, Georgia, georgia.stewart@browardschools.com
Action # 2 - Implementation Plan: Coaches will be provided with bi-weekly deliverables (School-based instructional leaders) to guide their work for implementation of curriculum and instruction. Content specific look fors will be used during scheduled learning walks for data collection to determine fidelity of implementation. Timely and actionable feedback will be provided to teachers in an effort to improve instructional practices.	Stewart, Georgia, georgia.stewart@browardschools.com
Action Step # 3 - Data Analysis Meetings: Monitoring Progress- Admin, coaches, and teachers will engage in frequent data analysis meetings to monitor students' progress. Instructional and curriculum adjustments will be made based on data knowledge. Intervention and re-mediation plans will be generated, implemented and monitored for improved student performance outcomes.	Stewart, Georgia, georgia.stewart@browardschools.com

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.

Westwood Heights Elementary operates with the collaboration of multiple stakeholder groups by seeking their input and feedback. The school's vision is used as a guide to plan and develop a plan to meet the needs of all learners. Westwood Heights Elementary has a laser focus on building positive student and staff culture by valuing everyone's journey, avoid negative messaging, encourage risk taking, model behaviors & expectations, supporting each other, doing a little that goes a long way, and building relationships.

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

Stakeholders play an integral role in promoting a positive culture and environment at the school. Committees like the School Advisory Council (SAC), School Advisory Forum (SAF), the Parent-Teacher

Organization (PTO) and Sunshine ensure the community is continuously engaged in activities designed to enhance learning and close the achievement gap for all learners. Our community liaison, school social worker and school counselor collaborate to provide a wide range of services designed to nurture a culture of academic achievement and student success.