

Broward County Public Schools

Westchester Elementary School



2022-23 Schoolwide Improvement Plan

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Westchester Elementary School

12405 ROYAL PALM BLVD, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Melissa Geraine

Start Date for this Principal: 7/1/2010

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)	57%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: A (66%) 2017-18: A (66%)
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 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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Westchester Elementary School

12405 ROYAL PALM BLVD, Coral Springs, FL 33065

[no web address on file]

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Philosophy of Westchester Elementary School is to foster the development of each child to his/her greatest potential. All faculty and staff members have a basic responsibility to create an environment conducive to learning, and to provide necessary opportunities for learning to take place. Westchester Elementary School is dedicated to providing excellence in education through innovation; to instill a life-long love of learning in students and teachers; and to celebrating diversity within a caring environment. Westchester will nurture competent and thoughtful citizens who are positively engaged in the making of the future.

Provide the school's vision statement.

We use the same Vision Statement as our District:
Educating today's students to succeed in tomorrow's world.

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
Frame Geraine, Melissa	Principal	Instructional leader who oversees the daily operations of the school.
Goodman, Avis	Assistant Principal	Maintains the safety and security of all staff and students. Conducts teacher observations and data chats. Supervises all staff members.
Hartner, William	Assistant Principal	Maintains the safety and security of all staff and students. Conducts teacher observations and data chats. Supervises all staff members.
Hirsch, Samantha	SAC Member	SAC Chair: responsible for facilitating the SAC meetings and also assists in completing the School Improvement Plan.

Demographic Information

Principal start date

Thursday 7/1/2010, Melissa Geraine

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.*

6

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.*

9

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,132

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

6

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

4

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	154	196	185	177	196	217	0	0	0	0	0	0	0	1125
Attendance below 90 percent	22	43	27	17	21	25	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	0	3	14	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	2	14	16	2	3	0	0	0	0	0	0	0	37

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	2	7	1	4	12	0	0	0	0	0	0	0	26

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	2	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/1/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	22	43	27	17	21	25	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	3	14	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	2	14	16	2	3	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	7	1	4	12	0	0	0	0	0	0	0	26

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	2	1	0	0	0	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	22	43	27	17	21	25	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	3	14	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	2	14	16	2	3	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	7	1	4	12	0	0	0	0	0	0	0	26

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	2	1	0	0	0	0	0	0	0	0	0	0	3
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	65%	58%	56%				74%	59%	57%
ELA Learning Gains	62%						70%	60%	58%
ELA Lowest 25th Percentile	45%						54%	54%	53%
Math Achievement	60%	54%	50%				75%	65%	63%
Math Learning Gains	66%						71%	66%	62%
Math Lowest 25th Percentile	49%						48%	53%	51%
Science Achievement	44%	59%	59%				69%	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	71%	60%	11%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	71%	62%	9%	58%	13%
Cohort Comparison		-71%				
05	2022					
	2019	73%	59%	14%	56%	17%
Cohort Comparison		-71%				

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	73%	65%	8%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	75%	67%	8%	64%	11%
Cohort Comparison		-73%				
05	2022					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	49%	17%	53%	13%
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	36	41	33	28	44	43	13				
ELL	51	51	40	48	61	56	33				
ASN	83	68		79	74		50				
BLK	49	57	41	42	48	38	36				
HSP	66	59	47	63	71	72	48				
MUL	82	79		79	74						
WHT	75	65	38	68	72	36	41				
FRL	60	61	47	53	59	50	35				
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	30	27	13	27	31	35	20				
ELL	55	50	36	46	43	21	40				
ASN	85			86			73				
BLK	49	46	19	31	23	18	21				
HSP	64	43	33	50	34	31	32				
MUL	74			61							
WHT	72	51	36	62	37	17	58				
FRL	53	39	24	34	25	15	22				
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	31	42	38	36	59	50	27				
ELL	66	65	62	75	76	50	55				
ASN	92	84		97	97		87				
BLK	67	67	48	65	66	50	62				
HSP	68	63	51	72	66	46	60				
MUL	85	83		78	89						
WHT	80	74	68	81	71	40	81				
FRL	66	67	55	67	68	49	58				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	459

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	51
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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 Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO

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	56
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	54
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?

Based off I-Ready progress monitoring tests, our SWD students in all grade levels in both ELA and Math performed below 42% in each period tested (fall, winter, spring)

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

Science will be Westchester's greatest need for improvement. Although we did improve from our 2021 state assessment scores, we still have room for growth. 43% of our students showed proficiency in Science. This was an increase from our prior years 36% proficiency to 43%

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

Due to the lingering effects of the pandemic, teachers and students had been bridging the gap as we transitioned out of virtual schooling and moved back to a routine in-person school year. New actions include the use of independent science labs for teachers to implement hands-on science activities/ experiments.

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

Our ELL students showed growth from 2021 to 2022 in learning gains in the lowest 25 percentile through ELA and Math.

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

Our ELL students participated in an afterschool ESOL Camp program. This utilized Imagine Learning which is a digital literacy and math program designed to help students improve on foundational skills.

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

Westchester will continue to utilize Imagine Learning daily for A1 and A2 students in the classroom and ESOL camps will comeback.

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.

All grade level teachers participate in school wide PLCs as well as District Professional Development Trainings in Reading and Math. Team Leaders meet monthly to discuss school wide news and developments.

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

Westchester will continue to use Imagine Learning and provide afterschool ESOL camps to our ELL students. Additionally, students who are in Tier 3 of RTI/performing grade level will be receiving small group instruction with the ESSER coaches; targeted gaps in Reading and Math

Areas of Focus

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

:

#1. 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.

Based off our 2021 Florida State Assessment Scores we discerned that our SWD students had been identified as critical needs, this is our second year of this ESSA subgroup not meeting criteria.

Measurable Outcome:

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

By June 2023, 42% of our SWD students will be proficient in Reading and Math based off the 2023 FAST end of year assessment.

Monitoring:

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

We will monitor this goal through the prior two FAST periods, as well as other informal assessments.

Person responsible for monitoring outcome:

Avis Goodman (avis.goodman@browardschools.com)

Evidence-based Strategy:

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

Benchmark Advanced Intervention Tool-kit supports ESE and resource teachers with highly focused instruction, scaffolds and supports achievement of grade level expectations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Resources that are being used by the district to support BEST standards.

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. Weekly reviews and scaffolding lessons.
2. Unit assessments at the end of each unit
3. Period assessments using FAST

Each action step is monitored by Literacy Coach, Curriculum Coaches, and Administration.

Person Responsible

Avis Goodman (avis.goodman@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.

During the pandemic, we had to think outside of the box to keep a positive school culture to keep our families involved. Our families were happy to return to somewhat normalcy last school year. Our families participated in our annual Reading Night in conjunction with our Scholastic Book fair. We also had a STEAM Night which was well received and had a great number of participants.

We get our information out regarding our school events by using a variety of modalities such as our monthly school newsletter, our school website, social media, the school marquee and our parentlink.

This school year we have many events planned. Some of our events are SEL Night, Reading Night, STEAM Night, and Trunk or Treat.

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

Westchester Elementary has a very active and involved PTA. Our PTA assists us in planning family events and they also volunteer during these events. Our parents are welcome to volunteer at our school in the classrooms and other areas of the school. Our families are warmly greeted in our car line and our front office. Our parents are also actively involved in the School Improvement Process.