Broward County Public Schools

Westchester Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Westchester Elementary School

12405 ROYAL PALM BLVD, Coral Springs, FL 33065

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are included in the school improvement process, through monthly meetings with the school advisory council. Their input is utilized to further develop the components of our district school improvement plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is monitored monthly during our SAC meetings. Our stakeholders discuss various components during the meeting. Various areas of the plans will be address. If any concerns are present we will address the area and make changes as needed since this is a workable document.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	57%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems	

Using 2022-23 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	
Absent 10% or more days	42	63	55	52	55	56	0	0	0	323
One or more suspensions	0	0	0	1	4	3	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	7	37	34	29	33	33	0	0	0	173
Level 1 on statewide Math assessment	0	17	34	22	24	57	0	0	0	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	30	46	56	31	42	0	0	0	206

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	38	49	38	35	50	0	0	0	214

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	6	4	7	9	32	0	0	0	59
Students retained two or more times	1	4	4	0	3	7	0	0	0	19

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	43	27	17	21	25	0	0	0	155
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	3	14	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	3	17	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	16	2	3	0	0	0	37

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	43	27	17	21	25	0	0	0	155
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	3	14	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	3	17	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	16	2	3	0	0	0	37

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	56	53	65	58	56	64		
ELA Learning Gains				62			48		
ELA Lowest 25th Percentile				45			28		
Math Achievement*	68	62	59	60	54	50	50		
Math Learning Gains				66			33		
Math Lowest 25th Percentile				49			20		
Science Achievement*	54	48	54	44	59	59	38		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	59	59	59	68			54		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	50			
AMI				
ASN	80			
BLK	49			
HSP	63			
MUL	62			
PAC				
WHT	75			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	51			
AMI				
ASN	71			
BLK	45			
HSP	62			
MUL	79			
PAC				
WHT	56			
FRL	54			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			68			54					59
SWD	38			42			24				5	33
ELL	48			57			32				5	59
AMI												
ASN	79			88			73				4	
BLK	55			55			45				5	29
HSP	65			68			48				5	64
MUL	66			66			54				3	
PAC												
WHT	75			79			67				4	
FRL	57			59			47				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	62	45	60	66	49	44					68
SWD	36	41	33	28	44	43	13					60
ELL	51	51	40	48	61	56	33					68
AMI												
ASN	83	68		79	74		50					
BLK	49	57	41	42	48	38	36					45
HSP	66	59	47	63	71	72	48					71
MUL	82	79		79	74							
PAC												
WHT	75	65	38	68	72	36	41					
FRL	60	61	47	53	59	50	35					68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	48	28	50	33	20	38					54
SWD	30	27	13	27	31	35	20					45
ELL	55	50	36	46	43	21	40					54
AMI												
ASN	85			86			73					
BLK	49	46	19	31	23	18	21					27
HSP	64	43	33	50	34	31	32					56
MUL	74			61								
PAC												
WHT	72	51	36	62	37	17	58					
FRL	53	39	24	34	25	15	22					48

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	56%	7%	54%	9%
04	2023 - Spring	67%	61%	6%	58%	9%
03	2023 - Spring	67%	53%	14%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	78%	62%	16%	59%	19%
04	2023 - Spring	77%	65%	12%	61%	16%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	46%	6%	51%	1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Science scores were the lowest, however, we did show a gain from the last two years. Our Scince scores increased to 52% in 2023 from 44% in 2022.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We had no declines. Our students in grades in 3,4, and 5 were 65% proficient in ELA and 69% proficient in Math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our students out performed the state in all areas (ELA, Math, and Science)

Which data component showed the most improvement? What new actions did your school take in this area?

Our science scores were our lowest, however, they showed the most improvement. We went from 44% to 52% proficiency which is greater than the district's average of 42%. Our 5th grade classes continue to departmentalize and all other grade levels verically plan and use district science resources.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Number of Level 1 students in ELA
2. Number of Level 1 students in Math

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase our science scores to at least 60% proficiency
2. Increase our ESE subgroup proficiency from 37% to 45%

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 2022 Florida State Assesment score, our SWD students had been identified as critical needs, not meeting state ESSA requirement of at least 41%.

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

By June 2024, 42% of our SWD students will be proficient in Reading and Math based on the 2024 FAST end of the year (PM3) assessment.

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

SWD data will be monitored through the PM1 and PM2 data as well as other informal assessments.

Person responsible for monitoring outcome:

Avis Goodman (avis.goodman@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark Advance Intervention Tool kit supports ESE and resource teachers with highly focused instruction, scaffolds and supports achievement of grade level expectattions. Our ESE Support Facilitator will also provide classroom push-in strategy to assist our ESE students in grades 3 - 5 and will continue pull-out for our primary students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We utilize the resources that are being used by our district to support BEST standards.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Unit assessments at the end of each unit.
2. Period assessments using FAST
3. Weekly reviews and scaffolding lessons.
Action steps are monitored by Literacy coach curriculum coaches, and administration.

Person Responsible: Avis Goodman (avis.goodman@browardschools.com)

By When: mid-quarter and quarterly data chats are held with all teachers. Data will be monitored at each interim and end of quarter.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Maintaining our student enrollment, especially our SWD population. We have students that withdraw from our school to pursue other options such as Charter, private or virtual school.

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

Our school will meet our projected enrollment of 1,055 students at the start of school in August.

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

Attendance is monitored daily. Each teacher takes attendance by 8:30 a.m. During the first two weeks of school, each class attendance is counted to compare to the actual enrollment number.

Person responsible for monitoring outcome:

Melissa Frame Geraine (melissa.geraine@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To maintain our SWD population, we have implemented a push-in model utilizing an ESE Support facilitator. The ESE Support goes into the classroom and supports the students. This gives the student the additional help needed. We also use Response to Intervention(RtI) and Multi-tiered System of Supports(MTSS)to identify students that need additional academic support and we use different strategies/interventions to instruct students and to assist in closing any gaps that the students may have.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our district is dedicated to maintaining enrollment in Broward schools. Maintaining student enrollment ensures teacher and staff retention. We have had a decline in enrollment due to choice options such as charter, private and virtual school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funds are used to address students that require remediation, and/or tutorial services/extended learning opportunities. Funds are requested through the school advisory council for the purpose of hiring teachers to service students who attend the tutorial camps. SAC must vote to approve these funds mentioned above.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We get our information out regarding our school events by using a variety of modalities such as our monthly school newsletter, our school website, various social media platforms, fliers, the school marquee, the BCPS app, emails, text and our parentlink; which enables us to reach our stakeholders via text, email, app, and phone call.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Westchester Elementary has a very active and involved PTA. We also encourage our parents and stakeholders to volunteer in our school. 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. All stakeholders are invited to our monthly SAC?SAF meetings. We notify our community via email and parentlink regarding the dates of our SAC, SAF, and PTA meetings. We also express to parents during our annual open house, the importance of their involvement in the school improvement process nd during our first SAC meeting of the year, we explain the roles and responsibilities of School Advisory Committee

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our Tier 2 and Tier 3 students are eligible to participqte in Extended Learning oppourtunities after school. We also conduct tutorial camps for our English Language Learners. Our ESE students in grades

three and four are receiving push in services from an ESE support teacher. Our grade level teams have a common planning time in order for teachers to plan together.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

To support our students in health and wellness, our students utilize Suite 360 program which focuses on Life skills and wellness. Our guidance counselors also provide support in the classrooms and teach lessons which focus on violence prevention, and health and wellness.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Guidance counselors provide classroom instruction addressing life-skills and wellness across all grade levels. Our school also provides lessons in violence prevention, anti-bullying and tolerance education.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Being an elementary school, Westchester introduces various careers during our annual career day and take your child to work.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Westchester provides tier 2 and tier 3 students with researched based interventions/strategies to address their deficiencies. We also utilize a school wide positive behavior plan which includes incentives, rewards and consequences.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers participate in staff development and professional learning communities. Westchester utilizes own staff members strengths to assist other staff members who require additional trainings. Our paraprofessionals participate in district wide trainings. Administration uses data to drive quarterly grade level data chats. New teachers are paired with a mentor and are supported through curriculum coaches.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Westchester has a specialized Pre-K program that helps prepare students with special needs with Kindergarten.