

Hendry County Schools

Westside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Westside Elementary School

205 ARROYO AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=12&sc_id=1171294169

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.

Westside Warriors are Learning and Leading the Warrior Way.

Provide the school's vision statement.

Westside Warriors will be a T.R.I.B.E.

Take initiative

Respect Everyone

Inspire Others

Believe I Can

Excel in All I do

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
Sanchez, Sara	Principal	Teacher recruitment Instructional Leader. Responsible for all curriculum K-5 Building operations Progress Monitoring Professional Learning for staff Parent Liaison
Massey, Taylor	Assistant Principal	Teacher recruitment Instructional Leader. Responsible for all curriculum K-5 Building operations School Wide PBIS program and discipline School maintenance team Lead PLCs Assist with technology

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 leadership team members reviewed the school data and surveys from the school year 2022-23. After reviewing the data the team create action plan based on best practices. The SAC team will review the

CIM plan, edit and revise based on discussion at the first SAC meeting in 23-24. All revisions will then be updated to the CIM 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 SIP will be monitored three times a year. The leadership teams and SAC committee will review the BOY, MOY, and EOY data. After reviewing the data, action plans will be updated in the CIM for continuous improvement.

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	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Black/African American Students (BLK) Hispanic Students (HSP) 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: C 2018-19: C 2017-18: C
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	22	10	9	16	16	29	0	0	0	102	
One or more suspensions	1	4	0	0	5	9	0	0	0	19	
Course failure in English Language Arts (ELA)	1	8	16	7	4	6	0	0	0	42	
Course failure in Math	1	2	7	7	6	19	0	0	0	42	
Level 1 on statewide ELA assessment	0	0	0	2	21	36	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	0	5	21	0	0	0	26	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	21	36	0	0	0	59	

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	3	8	9	7	6	18	0	0	0	51

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	3	6	6	4	6	7	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	3	3	4	4	2	2	0	0	0	18	
One or more suspensions	3	2	0	8	2	9	0	0	0	24	
Course failure in ELA	3	11	8	5	1	7	0	0	0	35	
Course failure in Math	0	9	5	11	2	3	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	7	9	28	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	8	15	23	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	13	7	9	20	0	0	0	54	

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	2	6	7	9	4	11	0	0	0	39

The number of students identified retained:

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

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	3	3	4	4	2	2	0	0	0	18	
One or more suspensions	3	2	0	8	2	9	0	0	0	24	
Course failure in ELA	3	11	8	5	1	7	0	0	0	35	
Course failure in Math	0	9	5	11	2	3	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	7	9	28	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	8	15	23	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	13	7	9	20	0	0	0	54	

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	2	6	7	9	4	11	0	0	0	39

The number of students identified retained:

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

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*	43	42	53	50	46	56	40		
ELA Learning Gains				68			25		
ELA Lowest 25th Percentile				44			18		
Math Achievement*	62	50	59	60	49	50	45		
Math Learning Gains				69			26		
Math Lowest 25th Percentile				66			22		
Science Achievement*	62	43	54	36	53	59	33		
Social Studies Achievement*					61	64			
Middle School Acceleration					59	52			
Graduation Rate					40	50			
College and Career Acceleration						80			
ELP Progress	61	53	59	63			52		

** 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)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	276
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)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	456
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	42			
ELL	47			
AMI				
ASN				
BLK	47			
HSP	57			
MUL				
PAC				
WHT	54			
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	50			
ELL	55			
AMI				
ASN				
BLK	48			
HSP	58			
MUL				
PAC				
WHT	75			
FRL	56			

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	43			62			62					61
SWD	27			36			64				3	
ELL	33			57			62				5	61
AMI												
ASN												
BLK	33			53							3	
HSP	45			65			67				5	62
MUL												
PAC												
WHT	48			68							3	
FRL	39			61			60				5	61

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	50	68	44	60	69	66	36					63
SWD	47	64	30	50	70		40					
ELL	50	64		59	70		21					63
AMI												
ASN												
BLK	31	60	50	42	61	64	29					
HSP	55	69	41	66	71	65	36					61
MUL												
PAC												
WHT	70	83		75	73							
FRL	47	67	46	58	68	70	32					59

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	40	25	18	45	26	22	33					52
SWD	34	25		47	45		18					
ELL	42	24		42	29		30					52
AMI												
ASN												
BLK	31	21		36	21		36					
HSP	44	20		48	25	18	30					55
MUL												
PAC												
WHT	42	43		42	38		38					47
FRL	36	24	19	44	29	27	32					50

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	38%	41%	-3%	54%	-16%
04	2023 - Spring	34%	43%	-9%	58%	-24%
03	2023 - Spring	45%	36%	9%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	37%	27%	59%	5%
04	2023 - Spring	45%	45%	0%	61%	-16%
05	2023 - Spring	71%	35%	36%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	31%	25%	51%	5%

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.

The data component showing the lowest performance is ELA. We believe that the contributing factors to last year's low performance and trends was due to inconsistency in targeted small group instruction, higher order questioning, gap of foundational skills to decode words and student stamina to read longer passages.

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

The data component showing the greatest decline from the prior year was ELA. ELA in 2022 was at 50% and in 2023 Westside dropped to 38% of students proficient. ELA low performance was due to inconsistency in targeted small group instruction, higher order questioning, gap of foundational skills to decode words and student stamina to read longer passages.

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.

The data component showing the greatest gap when compared to the state average is ELA. ELA low performance was due to inconsistency in targeted small group instruction, higher order questioning, gap of foundational skills to decode words and student stamina to read longer passages.

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

The data component that showed the most improvement was math and science proficiency. In 5th grade we departmentalized our subject areas. The teacher was very focused on standard based planning using the standards and test specs to guide instruction. In math we followed standard based instruction plans, created learning scales, targeted a 10 week math after school program, and intense 40 day review for math.

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

Reflecting on the EWS data, our leadership team identified attendance (102 students with more than 10% absences) and level 1s in ELA (59) as two areas of concern for the 2023-24 school year.

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

1. ELA achievement and growth
2. Math achievement and growth
3. School Culture

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**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.

Westside Elementary is performing below the state average in ELA achievement. Westside's ELA Achievement decreased from 50% to 39% in the school year 2022-23. The leadership team believes that the contributing factors to last year's low performance and trends was due to inconsistency in targeted small group instruction, higher order questioning, gap of foundational skills to decode words and student stamina to read longer passages.

Measurable Outcome:

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

By December 2023, 60% of teachers will meet (the standard/target/activity alignment and implementation of targeted PLC strategy) during leadership team walkthroughs to achieve the outcomes listed below for students.

By April 2024, 90% of the teachers will meet (the standard/target/activity alignment and implementation of targeted PLC strategy) criteria during leadership team walkthroughs to achieve the outcomes listed below for students.

By December 2023, 40% of students will score at or above proficiency level on FAST PM2.

By May 2024, Westside Elementary will achieve 55% proficiency in ELA on FAST PM3.

Monitoring:

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

Weekly Professional Learning will be implemented to plan instruction, assess students progress, and instructional response.

Person responsible for monitoring outcome:

Sara Sanchez (sanchezs@hendry-schools.net)

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.)

Professional Learning Communities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing teachers with instructional professional development and resources, classroom instruction will be effectively supported to ensure student learning and achievement. Through PLCs and planning sessions instruction that is well planned and aligned to the intended rigor of the standard.

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?

Yes

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. Monthly grade level facilitated, collaborative planning sessions to align standards, daily targets, questioning, lesson activities, and formative assessment using a structured agenda.
2. Weekly walkthroughs during ELA instruction to monitor instruction and provide feedback on targeted trends and/or needs.
3. Teachers and admin will meet monthly for progress/ data checks on lower quartile students.
4. WIN time (target small group instruction) will be implemented four times a week with targeted focus.
5. Weekly PLC review data, identify trends and provide best practices in teaching.
6. Implementation of explicit foundational reading skills in grades Kinder to second with coaching support.

Person Responsible: Sara Sanchez (sanchezs@hendry-schools.net)

By When: By May 2024, Westside Elementary will achieve 55% proficiency in ELA on FAST PM3.

#2. Instructional Practice specifically relating to Teacher Retention and Recruitment**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.

Westside's MATH Achievement decreased from 60% to 59% the school year 2022-23. The leadership team believes that we are on the right path for math but want to continue to focus on math to ensure we increase achievement in this area for the 2023-24 school year.

Measurable Outcome:

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

By October 2023, 70% of teachers will meet the expectation of using a math notebook for every target taught in math.

By October 2023, 80% of teachers will meet the expectation of implementing daily math review.

By February 2024, 70% of teachers will implement snapshot data in every new target lesson.

By December 2023, 60% of teachers will meet (the standard/target/activity alignment and implementation of targeted PLC strategy) during leadership team walkthroughs to achieve the outcomes listed below for students.

By April 2024, 90% of the teachers will meet (the standard/target/activity alignment and implementation of targeted PLC strategy) criteria during leadership team walkthroughs to achieve the outcomes listed below for students.

By December 2023, 50% of students will score at or above proficiency level on FAST PM2.

By May 2024, Westside Elementary will achieve 65% proficiency in MATH on FAST PM3.

Monitoring:

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

This area of focus will be monitored for the desired outcome with weekly walkthroughs.

Person responsible for monitoring outcome:

[no one identified]

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.)

Professional Learning Communities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Weekly Professional Learning Communities will be implemented to plan instruction, learn best practices, and to monitor students progress. This will increase alignment of our standards, ensure monitoring of student learning, and provide teacher collaboration when making decisions and responding to student learning needs.

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?

Yes

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. Monthly grade level facilitated, collaborative planning sessions to align standards, daily targets, questioning, lesson activities, and formative assessment using a structured agenda.
2. Weekly walkthroughs during MATH instruction to monitor instruction and provide feedback on targeted trends and/or needs.
3. Teachers and admin will meet monthly for progress/ data checks on lower quartile students.
4. Weekly PLC review data, identify trends and provide best practices in teaching.
5. Implement effective math notebooks from grades 2nd-5th.
6. Implement with math daily review.
7. Implement and use snapshot data effectively during math instruction.

Person Responsible: Sara Sanchez (sanchezs@hendry-schools.net)

By When: By May 2024, Westside Elementary will achieve 65% proficiency in MATH on FAST PM3.

#3. 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.

Westside Elementary is a school that prides itself on cultural. While taking our MRA survey and district survey it was identified that we can grow in the area of high trust with our staff and students.

Measurable Outcome:

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

Culture on the MRA survey will go from 70% rating to an 82% rating by May 2024. This survey is completed by students, parents, and staff members.

Monitoring:

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

Culture will be monitored through action team walkthroughs and school wide surveys throughout the year.

Person responsible for monitoring outcome:

Sara Sanchez (sanchezs@hendry-schools.net)

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.)

Weekly Professional Learning Communities will be implemented to learn high trust behaviors, effective systems, PBIS, and student ownership of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional Learning Communities are research based intervention that provides the staff and students with the best practices in high trust behaviors.

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. Implement LIM coaching structures
2. Participate in high trust relationships practices with staff and students.
3. Actively participate in action team meetings.
4. 100 positive phone calls twice a year.
5. Encourage and seek out opportunities for students to share their voice and unique talents.

Person Responsible: Sara Sanchez (sanchezs@hendry-schools.net)

By When: By May, Westside will score 82% rating on the MRA survey conducted by students, parents, and staff members.

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)).

The school leadership team met this summer to review the school improvement funding allocation to ensure that resources are allocated based on the needs of the school. We reviewed data and the highest needs in each area of focus to determine the interventions and activities that we needed. This was then reviewed by the district leadership team to ensure that we were aligned with the school and district goals.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Implementation of an explicit foundational reading skill program for Kindergarten through second grade. Westside students achieved 56% proficient at the end of the 2022-23 school year. The below students showed a lack of foundational reading skills and were not on track to be proficient in ELA as third grades.

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

Westside teachers 3rd-5th grade will be having monthly grade-level, facilitate planning sessions that break down the standard, align instruction, create daily targets, questioning, lesson activities, and formative assessments. 61% of Westside students were not proficient as measured by the FAST ELA in 2022-23.

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 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 Measurable Outcomes

65% of Westside Elementary students grades kindergarten through second grade will be proficient on FAST PM3 in May 2024.

Grades 3-5 Measurable Outcomes

55% of Westside Elementary students grades third through fifth grade will be proficient on FAST PM3 in May 2024.

Monitoring**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 impact student achievement outcomes.

Students will be monitored using FAST PM1, FAST PM2, iReady PM1, Iready PM2, and classroom progress monitoring.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sanchez, Sara, sanchezs@hendry-schools.net

Evidence-based Practices/Programs**Description:**

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?

K-2 will be implementing UFLI as a supplemental evidence based foundational program. This includes the science of reading research of best practices. This is evidence-based practices that meet the definition of strong best practices. This process also aligns with the B.E.S.T. ELA standards. 3-5 will be participating in grade level facilitated planning sessions to align standards, daily targets, questioning, activities, and formative assessments. This is evidence based practices that meet strong practices and align with the B.E.S.T ELA standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI Foundations will address the lack of an explicit foundational reading skill program for early elementary. As students receive explicit instruction in foundational reading skills, on appropriate grade level, they will develop into proficient readers.

Students in grade 3-5 will gain a deep understanding and the level of difficulty of the standard because of the intense standard based planning process.

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
Administration, reading coach and reading resource teacher, together with teachers will analyze data, identify student needs in each grade level and develop intervention groups for students.	Sanchez, Sara, sanchezs@hendry-schools.net
Reading coach will provide professional development and coaching support for teachers on the UFLI Foundations program.	Sanchez, Sara, sanchezs@hendry-schools.net
Principal and Assistant Principal will create a support schedule that will allow for extra support during small group intervention time.	Massey, Taylor, masseyt@hendry-schools.net
Principal and assistant principal will create a schedule for standard based planning to ensure that an administrator is present so that the facilitated planning session can be completed every month.	Massey, Taylor, masseyt@hendry-schools.net

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.

The SIP, UniSIG budget and the SWP will articulate the plan and the progress of the SIP by having in our SAC meetings four times a year, Westside school leadership team meetings twice a month, posted on the website with updated data. The plan will be translated into Spanish and published on our website.

<https://www.hendry-schools.org/domain/16>

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))

Positive School Culture and environment are pivotal to a school's success. We have implemented many structures, procedures, and events to help promote and maintain a positive school culture. Students are celebrated continuously for meeting growth and proficient goals. Some examples of these celebrations are weekly Fun Friday events, monthly leader of the month, quarter rallies that include student recognition and yearly game days that focus on promoting positive behavior and academics. We also have intermittent celebrations with positive office referrals which can include prizes and phone calls home. We will continue to complete a hundred positive phone calls home for students twice a year. For the staff we have divided our core leadership team and assigned months of random celebrations. During their month they are in charge of celebrating the staff in a unique and fun way. These days have ranged from coffee delivery to extra prep time. As an entire school we also have three school wide goals that take every member of the building to achieve. Westside opens the doors to our school every year for all stakeholders to be engaged with what we are doing at the school level. We also have our student lighthouse team (student council) present to our local community partners on our school goals. When we reach milestones on these goals we celebrate as an entire school. Westside is dedicated to learning and leading the Warrior Way everyday!

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)

The school will focus on three areas to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched curriculum. In ELA, we will focus on small group instruction and target professional learning. In Math, we will be implementing math notebooks in second to fifth grade, snapshot data progress monitoring, and daily review in all grades. In Culture, we will be focusing on high trust relationships, teacher efficacy and a tribal mentor council. We

believe by focusing on these areas plus our current best practices we will strengthen our academic program.

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))

This plan is developed in coordination and integration with Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, and schools implementing CSI . Westside is a Title one school and we use resources from every program accessible to us in the district to ensure that we are strengthening our academic program. Our students are 100% free and reduced lunch and we currently have 49 students enrolled in our preschool program so that we can ensure that students are receiving a strong foundation.

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))

Westside Elementary provides counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas by making accessible links to all staff members. Parents can request services by contacting the school guidance counselor. Students can verbally ask for services or submit a request through HendrySafe.org or FortifyFI, both of the virtual links will send alerts to staff that the student is requesting services. If staff members feel that students need additional support then the recommendation is for them to contact the guidance counselor or submit a request via the links.

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))

N/A

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).

Westside has a strong 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. We currently have a MTSS coordinator that helps our teachers understand the process and simplified the process for the teachers. The coordinator ensures that students have been identified and matched with the appropriate early interventions to ensure growth in the tired areas.

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))

The professional learning for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers is a high priority at Westside Elementary. The leadership team plans out professional learning for the 2023-24 school year by looking at the academic data and culture survey data. We also ensure that effective mentoring training for new teachers is in place so that new teachers are trained on best learning practices.

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))

Some strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs such as Kindergarten registration is held after work hours, registration packets are handed out to all preschools in town but public and private schools, Westside offers Kindergarten screener at the school in the summertime, and summer packets are created for PK students that will provide Kindergarten readiness activity packs.