Westward Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

https://wses.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

Westward Elementary International Magnet School encourages the development of knowledgeable, principled, and caring students who strive to become active citizens of their global community. The responsibility for the development of each child is shared by the home, school, and community.

Provide the school's vision statement.

Westward elementary seeks to develop inquisitive lifelong learners who explore the world from a global perspective. We desire to create a safe and nurturing environment that promotes academic success and character development.

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
Brooks, Bobbie	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Brooks must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Beneby, Bernadette	Magnet Coordinator	Magnet Coordinator and VPK Contact - Lead facilitator for International Baccalaureate program. Mrs. Coleman promotes the Magnet program at Westward and works very closely with our business partners and community leaders. She is actively involved in our SAC and PTO groups helping to organize incentive and motivational activities for students as well as the staff. Additionally she provides oversight of our Pre-K
Brandine, Patricia	Instructional Coach	Ms. Brandine serves as our Learning Team Facilitator who leads our PLCs. She is also providing support for our Science resources and practices. She will be assisting teachers across all grade levels in unpacking standards, developing student exemplars, examining student work, analysing data, team development of effective instructional practices and modeling.
Cajuste, Aissatou	Teacher, K-12	ESOL Contact and ESOL teacher that oversees the ESOL program and provides support for ELL students. She works with the teachers to provide ESOL strategies to improve achievement for our ELL students. She also works with groups of students and assigns duties and schedules to our Community Language facilitators (CLFs)
Duval, Nehemie	Instructional Coach	Grades 3-5 Reading coach and resource teacher. Provides professional development for teachers and supports students with small group instruction. Ms. Duvals upports the PLCs with the ELA teachers in grades 3-5. She does modeling and co-teaching with the teachers. In addition Ms. Duval support the planning of our Saturday tutorial classes, is the president of the PTO, serves as lead on the Hospitality committee to promote positive moral with teachers and staff.
Jelks-Cook, Jessica	Assistant Principal	Oversight of student discipline, Title 1, and new teacher professional development. Assists with oversight of the school operations. Mrs. Cook is

Name	Position Title	Job Duties and Responsibilities
		actively engaged in SAC meetings, leadership meetings, and helps to facilitate faculty meetings. She also oversees testing and textbook distribution.
Reisner, Tracey	Math Coach	K-5 Math Coach and math resource teacher who provide support and PD for all K-5 teacher. Ensures that all teachers are planning and providing standard based instruction, provides small group instruction for students, as well as use data & feedback to identify specific goals and actions steps to promote professional growth for teachers that will improve student achievement.
Ridgell, Terrill	Instructional Coach	Gifted Resource teacher who provides support for our Gifted/High Achievers classes in Grades 1-5. Mr. Ridgell is our Science Fair coordinator and supports teachers with developement of more project based learning units on campus.
Russo, Donna	Instructional Coach	The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.
Woodard, Kim	Teacher, ESE	ESE Contact - Oversee all aspects of our ESE program and supports ESE students with academic needs. Mrs. Woodard helps in all aspects of our ESE department - facilitates IEP meetings, develops the schedules for: support facilitation, the EBD teachers, Paraprofessionals, as well as helping to drive the development of the Master board.
Smith, Dionne	School Counselor	Oversees our SEL program, Teaches Guidance classes on the wheel, and coordinates the efforts of our counselling team consisting of the Guidance position, Behavioral health and co located position. She also a team member for our Behavior Assessment and Suicide Risk Assessment team

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.
? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Learning Team Facilit and the Administrative Team.
? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
? A school district officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made
aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to
a classroom, or school event on campus, and most recently
? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks.The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify

instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

o Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:
? Review of Lesson Plans,
? Data Analysis,
? Classroom walks,
? Student attendance,
? Data Chats,
? Formal Observations,
? Professional Learning Communities attendance/participation,
? Formative/Summative Assessments and Technology.
The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work
we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.
Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data.
We make decisions based on the data to ensure all students receive the necessary support and accommodations
during instruction. Our team works towards the following student achievement goals:
? Strategic visioning and planning
? Problem identification and root cause analysis
? Developing action steps towards improvement
? Creating and maintaining a culture of collaboration towards shared decision-making
? Supporting professional learning and 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	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 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	0	21	12	28	18	15	0	0	0	94
One or more suspensions	0	5	3	17	12	12	0	0	0	49
Course failure in English Language Arts (ELA)	0	6	25	46	60	18	0	0	0	155
Course failure in Math	0	8	19	47	46	22	0	0	0	142
Level 1 on statewide ELA assessment	0	0	0	16	31	30	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	15	37	36	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	16	12	13	0	0	0	0	45
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	0	9	19	47	53	34	0	0	0	162

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	0	0	0	16	0	0	0	0	0	16
Students retained two or more times	0	1	2	17	15	14	0	0	0	49

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	0	16	25	31	16	26	0	0	0	114
One or more suspensions	0	2	9	13	2	12	0	0	0	38
Course failure in ELA	0	17	18	34	22	33	0	0	0	124
Course failure in Math	0	100	22	32	6	36	0	0	0	196
Level 1 on statewide ELA assessment	0	0	0	15	23	19	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	11	35	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	18	15	23	19	0	0	0	84
	0	0	0	0	0	0	0	0	0	

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	11	20	36	21	45	0	0	0	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	3	23	18	5	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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	0	16	25	31	16	26	0	0	0	114
One or more suspensions	0	2	9	13	2	12	0	0	0	38
Course failure in ELA	0	17	18	34	22	33	0	0	0	124
Course failure in Math	0	100	22	32	6	36	0	0	0	196
Level 1 on statewide ELA assessment	0	0	0	15	23	19	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	11	35	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	18	15	23	19	0	0	0	84
	0	0	0	0	0	0	0	0	0	

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	11	20	36	21	45	0	0	0	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	3	23	18	5	0	0	0	53
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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*	33	53	53	38	59	56	30		
ELA Learning Gains				61			45		
ELA Lowest 25th Percentile				50			48		
Math Achievement*	32	57	59	35	53	50	31		
Math Learning Gains				56			22		
Math Lowest 25th Percentile				51			18		
Science Achievement*	39	54	54	16	59	59	20		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	44	56	59	73			39		

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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	180
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	97
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	18	Yes	4	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	33	Yes	1	
HSP	53			

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%**
MUL				
PAC				
WHT				
FRL	36	Yes	1	

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	33	Yes	3	
ELL	50			
AMI				
ASN				
BLK	48			
HSP	35	Yes	1	
MUL				
PAC				
WHT				
FRL	48			

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	33			32			39					44
SWD	11			16			11				5	33
ELL	31			28			31				4	44
AMI												
ASN												

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
BLK	31			31			39				5	38
HSP	60			50							3	50
MUL												
PAC												
WHT												
FRL	33			31			42				5	42

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	38	61	50	35	56	51	16					73
SWD	12	47	44	14	33	50	0					64
ELL	33	67	83	32	58	45	9					73
AMI												
ASN												
BLK	39	64	48	35	54	50	18					72
HSP	30	40										
MUL												
PAC												
WHT												
FRL	38	61	50	36	55	53	16					75

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	30	45	48	31	22	18	20					39
SWD	8	30	36	16	15	9	5					50
ELL	30	59		29	29		40					39
AMI												
ASN												
BLK	30	44	50	31	19	15	20					38
HSP	8			8								
MUL												

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
PAC												
WHT												
FRL	29	44	48	30	21	18	17					40

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	44%	56%	-12%	54%	-10%
04	2023 - Spring	35%	58%	-23%	58%	-23%
03	2023 - Spring	27%	48%	-21%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	24%	57%	-33%	59%	-35%
04	2023 - Spring	23%	52%	-29%	61%	-38%
05	2023 - Spring	41%	56%	-15%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	51%	-15%	51%	-15%

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.

4th Grade Math 23%
Hispanic Sub group FY19 55% to FY23 35%
SWD Sub Group FY19 30% to FY23 29%
Last year when Westward opened the school year we had four vacancies that were not filled. A fourth grade class was one of those grade levels that had a vacancy that was supported by coaches and resource teachers working in conjunction with substitutes. The class had behavioral challenges along with a teacher who was finally hired in February who was not very strong in mathematics content. Additionally our top performing fourth grade math students were enrolled in a fourth Accelerated Math Program (AMP) resulting in those students taking the 5th grade state assessment instead of the fourth grade math assessment.

Last year our support facilitation for our SWD students was very inconsistent and unstable. The assigned teacher for the intermediate classes had excessive absences and limited classroom mangement. Disciplinary step had to taken with the teacher leading to a non reappointment for this school term. Hence our students who recieve exceptional student support did not have the quality of support they needed.

For our Hispanic students Westward has seen a dramatic rise in the number of Spanish speaking students that have no or limited English. Unfortunately throughout the entire year we were unable to hire a Community Language Facilitatit for our Spanish speaking students. We offered the position to three differnt applicants who accepted the position only to later accept another position elsewhere during the hiring process. So there was no support for the whole year for those students.

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

4th Grade Math FY22- 44% to FY23 23%
4th Grade Reading FY22- 62% to FY23 35%
Hispanic Sub group FY19 55% to FY23 35%
SWD Sub Group FY19 30% to FY23 29%
Last year when Westward opened the school year we had four vacancies that were not filled. A fourth grade class was one of those grade levels that had a vacancy that was supported by coaches and resource teachers working in conjunction with substitutes. The class had behavioral challenges along with a teacher who was finally hired in February who was not very strong in mathematics content. Additionally our top performing fourth grade math students were enrolled in a fourth Accelerated Math Program (AMP) resulting in those students taking the 5th grade state assessment instead of the fourth grade math assessment.

Last year our support facilitation for our SWD students was very inconsistent and unstable. The assigned teacher for the intermediate classes had excessive absences and limited classroom mangement. Disciplinary step had to taken with the teacher leading to a non reappointment for this school term. Hence our students who recieve exceptional student support did not have the quality of support they needed.

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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.

4th Grade Math State- 61% to FY23 23%
3th Grade Reading State- 59% to FY23 27%
Hispanic Sub group State 49% to FY23 35%
SWD Sub Group State 46% to FY23 29%
This data reflects the drop in 4th grade once again so the explanation is the same as the previous question. We observed for many years that the fy22 4th grade class that moved to 5th grade in FY23 has been a high performing class throughout their years at Westward. The class before them performed extremely low and the class behind them was still not on the same level as that cadre of students. Third grade reading had some challenges with a third grade teacher having some major medical challenges for her significant other resulting in multiple absences throughout the year which limited consistent effective instruction.

Last year our support facilitation for our SWD students was very inconsistent and unstable. The assigned teacher for the intermediate classes had excessive absences and limited classroom mangement. Disciplinary step had to taken with the teacher leading to a non reappointment for this school term. Hence our students who recieve exceptional student support did not have the quality of support they needed.

For our Hispanic students Westward has seen a dramatic rise in the number of Spanish speaking students that have no or limited English. Unfortunately throughout the entire year we were unable to hire a Community Language Facilitatit for our Spanish speaking students. We offered the position to three differnt applicants who accepted the position only to later accept another position elsewhere during the hiring process. So there was no support for the whole year for those students.

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

5th Grade Math FY22- 18% to FY23 41%
We observed for many years that the fy22 4th grade class that moved to 5th grade in FY23 has been a high performing class throughout their years at Westward. The class before them performed extremely low and the class behind them was still not on the same level as that cadre of students. We also had a long vacancy in 5th grade but our coaches and resources personnel worked with the substitute to ensure quality instruction. Our 5th grade position was filled with a new teacher in January of 2023.

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

Students who have 2 or more retentions. We need to do a better job of monitoring those students who already have one retention and their MTSS process. Administration will run a retention report at the beginning of the school year to ensure that teachers are accurately identifying those students that already have one retention. As we proceed through the school-based team process these students will be highly prioritized.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

In addition we need to do a better job with SWD and Hispanic students. We need to have stable personnell working with both of these groups. This may seem repetitve but the hiring of personnell these

day is a challenge. Finding quality staff members is vital. Additonally upon getting new employees, giving them traiing and support will be essential as well to increasin student achievement. From a practical and pedagogical perspective we believe the use of visuals and small groups to help build the phonological awareness of students.

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

1. Monitoring of retained students in the SBT process
2. Monitoring of Hispanic and SWD proficiency growth
3. Increase of Small group Instruction
4. Increase of walkthroughs with feedback
5. Coaching Cycle

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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 Small Group Instruction

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.

If we focus on standards-based instruction to increase proficiency and gains in Math and Reading then we will increase overall student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

Student Learning Outcomes:
By February 2024, Westward Elementary will improve our overall Math proficiency rate for grades 3-5 by 5% or more on the FY24 FAST Performance Measurement 2 assessment.
By May 2024 Westward Elementary will improve our overall Math proficiency rate for grades 3-5 by 8% or more on the FY24 FAST Performance Measurement 3 assessment.
By February 2024, Westward Elementary will improve our overall Reading proficiency rate for grades 3-5 by 5% or more on the FY24 FAST Performance Measurement 2 assessment.
By May 2024 Westward Elementary will improve our overall Reading proficiency rate for grades 3-5 by 8% or more on the FY24 FAST Performance Measurement 3 assessment.
By February 2024, Westward Elementary will improve our overall Reading and Math proficiency rate for for our ESE and Hispanic students by 5% or more on the FY24 FAST Performance Measurement 2 assessment.
By May 2024 Westward Elementary will improve our overall Reading and Math proficiency rate for for our ESE and Hispanic student for grades 3-5 by 8% or more on the FY24 FAST Performance Measurement 3 assessment.

Teacher Practice Outcomes:
By November of 2023, 50% of our teachers will be effectively utilize the rotational model of small group instruction for Math and Reading with at least 2 groups working with the teacher daily.
By February of 2024, 70% of our teachers will be effectively utilize the rotational model of small group instruction for Math and Reading with at least 2 groups working with the teacher daily.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
At Westward Eleementary we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal & Infromal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:
Math Coach - Tracey Reisner
Learning Team Facilitator - Patricia Brandine
Reading Coaches - Nehemie. Duval and Donna Russo

Person responsible for monitoring outcome:

Patricia Brandine (patricia.brandine@palmbeachschools.org)

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.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. The Math/Reading coaches and academic tutors will be utilized to work with targeted students

2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support. ESE and Hispanic students will have specialized tutoring

3. Math and Reading teachers will incorporate the use of technology-based programs including iReady Math, iReady Reading which has adaptive technology to assign students to standards based content based on the diagnostic performance.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

5. ELL Coordinator will work in small groups with the Hispanic students to insure appropriate strategies and reienforcement.

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

1. Incorporate small group instruction utilizing assessment data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. Small group instruction has proven to be effective for advancing student achievement when proper planning and focused instruction is implemented.

2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. iReady Math has aided in significantly increasing student achievement when the program is used with fidelity. The program is effective tools that enable teachers to differentiate instruction based on a student's specific area of need. Strechgrowth will be monitored for student sucess.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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. Incorporate Small group instruction:
a. Students will be assessed using USA's and FSQ's in Math and Reading. Teacher will utilize Differentiated Instruction strategies and small group instruction in all Math and ELA courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, Hipanics).
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible: Patricia Brandine (patricia.brandine@palmbeachschools.org)

By When: On going through out the year.

2. Tutorials:
a. Analyze student data to determine students for tutorial groups and the support necessary, including SWD's and Hispanic students.
b. Choose research-based supplemental materials and resources to during tutorials.
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
e. Students will be selected and grouped for pullout tutorials and Saturday success academies based on the results from FY24 FSA/EOCs, FSQs, USAs and State Performance Measurement Assessments and ESSA identified subgroups: Hispanic and SWD.
f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks

Person Responsible: Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)

By When: On going through out the year

3. Adaptive Technology (iReady Math):
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.
d. Teachers will monitor the data from the technology program for usage and passage rates

Person Responsible: Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)

By When: On going through the year

4. PLC's/Professional Development
a. Development of a PLC schedule to include all content area teachers and resource teachers.
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with BEST standards during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
f. Monitored by Principal through the review of teacher schedules of student rotations, usage/progress reports, and data analysis.

Person Responsible: Patricia Brandine (patricia.brandine@palmbeachschools.org)

By When: On going through the year

#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.

Reduce the number of referrals and suspensions by 10%

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

Reduce the number of referrals from 267 to less than 240.
Reduce the number of suspensions from 184 days to less than 166 days

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

Discipline report will be monitored monthly to track trends and compare to the pervious year.

Person responsible for monitoring outcome:

Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)

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.)

We are establishing structures to build a positive environment on campus. One of those structures is Schoolwide CHAMPS Implementation:
CHAMPS classroom management strategy developed by Randy Sprick's Safe and Civil School series. Based on the most recent recommendations set forth by researchers and the U. S. Department of Education, CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but
instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Another structure is our Schoolwide Positive Behavior Support Program:
1. School-wide Behavior Matrix utilized for all settings in the school.
2. SwPBS Booster Assembly to address School-wide expectations.
3. Spin-the Wheel incentive program to reward positive behaviors.
4. SwPBS Weekly "Gotcha Winners" Incentive Drawing
5. Book-A-Rade School-Wide Fall Event
6. WinterFest School-Wide Winter Event
7. Panther's Day Out School-Wide Spring Event

Skills for Learning and Life:
1. ALL classroom schedules include 10 minutes of SLL.
2. SLL is implemented daily from 8:00-8:10.
3. Guidance classes rotated on the Fine Arts Wheel..
4. School District of Palm Beach County SLL Competencies.
5. Each teacher received district SLL Scope & Sequence resources as well as Partnering to Promote SLL training
6. Administration reminds, monitors and reinforce the 8:00-8:10 SLL implementation.

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

Improve classroom behavior (on-task, work completion, cooperation)
Establish clear classroom behavior expectations with logical and fair responses to misbehavior
Motivate students to put forth their best efforts (perseverance, pride in work)
Reduce misbehavior (disruptions, disrespect, non-compliance)
Increase academic engagement, resulting in improved test scores
Spend less time disciplining students and more time teaching them
Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
Feel empowered and happy to be in the classroom
Develop a common language about behaviors among all staff
Create a plan for orienting and supporting new staff
Reduce staff burnout.

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. All teachers trained in CHAMPS.

Person Responsible: Patricia Brandine (patricia.brandine@palmbeachschools.org)

By When: December 2023

1.Teacher trained on Gotcha Tickets.
2. Gotcha Tickets are distributed
3. Spin the wheel planned monthly.

Person Responsible: Patricia Brandine (patricia.brandine@palmbeachschools.org)

By When: Teacher training during preschool. Monthly Calendar created by September 2023

1. Teacher training on Morning Meeting.
2. Guidance schedule develop.

Person Responsible: Dionne Smith (dionne.smith@palmbeachschools.org)

By When: Teacher Training during preschool. Guidance schedule by September 2023

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative
planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus
on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and
growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction,
resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading
Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide
additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 24 data 25% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 31% Proficient
First Grade- 12% Proficient
Second Grade- 29% Proficient

It also gives us data to support a lack of Vocabulary in foundational skills
Phonological awareness- 41% Proficient
Phonics-32% Proficient
High-Frequency Words- 28% Proficient
Vocabulary- 31% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 26% For literature text 38% and for Nonfiction text 28%.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our FY23 data shows our third-grade students were only 27% proficient on the FAST. The FY24 iReady Fall diagnostic also stated that 28% of third grade students were predicted to be proficient at the start of the FY23. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to

ensure best practices utilized throughout all content areas Our ASTI identified subgroups are SWDs and Hispanic students. SWD's have not met the minimum mark of 41% for three years and this is the second year that Hispanics has been identified as being below the same threshold. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2023 ELA Achievement (30%) and the District average (48%) is 18 percentage points.

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

For the first iReady diagnostic we had the following:
August 2023
Kindergarten - 31% Proficient
1st Grade - 12% Proficient
2nd Grade - 29% Proficient

The measurable outcomes for 2023 are:

February 2023 May 2023
Kindergarten- 30% Proficient 40% Proficient
First Grade- 30% Proficient 35% Proficient
Second Grade- 35% Proficient 40% Proficient

Grades 3-5 Measurable Outcomes

For the first iReady diagnostic we had the following for 3-5:
August 2023
3rd Grade - 28% Proficient
4th Grade - 21% Proficient
5th Grade - 11% Proficient

The measurable outcomes for 2023 are:

February 2023 May 2023
3rd Grade - 35% Proficient 40% Proficient
4th Grade - 25% Proficient 35% Proficient
5th Grade - 36% Proficient 40% Proficient

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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.
We will also use grade level FSQ and USA to track growth within standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder
reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Brandine, Patricia, patricia.brandine@palmbeachschools.org

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?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers. collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
4. Multi-Tiered Support Services (MTSS): Students identified as substantially deficient in reading receive intervention outside of the Literacy Block by their Homeroom Teacher and/or Reading Endorsed Teacher to
provide researched based intervention using the MTSS Framework.

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?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.
4. MTSS specifically targets the needs and deficiencies of individual students and provides research based practices as interventions along with progress monitoring to observe the effectiveness of the intervention. This process is monitored and team based decisions are made for growth and support.

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
1. Develop Literacy Leadership a. School administrators b. Reading coaches c. LTF Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Jelks-Cook, Jessica, jessica.jelks-cook@palmbeachschools.org
Assessment: 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST, K-2 STAR, iReady, Benchmark Unit Assessments in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously	Duval, Nehemie, nehemie.duval@palmbeachschools.org
Interventions (Assessment / Professional Learning) 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs 3. Ongoing monitoring and meeting cycles every 6-8 weeks by grade level to determine effectiveness of the intervents being used and next steps for students	Russo, Donna, donna.russo@palmbeachschools.org
Professional Development 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.	Brooks, Bobbie, bobbie.brooks@palmbeachschools.org

Action Step	Person Responsible for Monitoring
4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support. 6. The District Reading Collaboration team provides professional development to schools based on needs.	

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.

Stakehholders will be informed about the SIP, UniSIG budget and SWP in a timely manner by receiving informational flyers and documents in their native language. Additionally, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, and social media will be used as dissemination methods. Additional information will be provided to stakeholders about these documents via the annual Title I meeting and during monthly SAC meetings, as necessary. Information will also be disseminated to stakeholders via the school's website: https://www.palmbeachschools.org/WestwardElementary

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))

Westward Elementary I.B. Magnet School will build positive relationships with all stakeholders by informing them of their right to participate in the decision-making processes that affect them as stakeholders and that will allow them to make decisions that support the needs of our students. Stakeholders will be made aware of the importance and necessity of their input and reminded that their input is vital, appreciated, and beneficial to our student body. Additionally, stakeholders will be invited to various parental trainings designed to equip them with skills to assist their children at home both academically and with their Skills for Learning and Life.

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)

Westward Elementary plans to strengthen its academic program, increase the amount & quality of learning time , and help provide an enriched and accelerated curriculum in several ways. First, the integrity of the students' learning time is protected from unecessary interruptions throughout the school day. Important information is disseminated to teachers and staff via various electronic means so as not to disturb the academic environment. Teachers collaborate in PLCs to plan rigorous lessons and to ensure that all lessons are standards-based. Teachers create lesson plans that are designed to not only meet all of the standards, but to challenge students and stretch their thinking. An additional way the school strengthens our academic programs is by providing various tutorial programs to students that strengthen their skills and amplify their learning. In order to provide an enriched and accelerated curriculum, AMP, the Accelerated Math Program, is provided to students who meet the criteria in grades 3rd-5th.

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))

NA

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))

Westward Elementary has a strong, cohesive behavioral health team that collaborates on a weekly basis to ensure that students are provided with strategies, tools, and other resources that will help improve their skills outside of academic subject areas. The team is comprised of a Behavioral Health Professional, School Counselor, Co-located therapist, and a Behavior Coach. Morning Meetings at which SEL topics are discussed are held in each homeroom classroom at the start of the day. Additionally, the School Counselor is on the fine arts wheel and provides social-emotional learning, skills, and strategies to all students kindergarten through 5th grade. In addition to the aforementioned opportunities that are provided to our students, Westward will also begin a mentoring progam durng the 23/24 school year in collaboration with the All Pro Dads organization.

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))

NA

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).

Westward Elementary participates in a School-wide Positive Behavior program that provides students with behavioral expectations that are implemented throughout the campus. Students are provided with rewards for displaying expected behaviors and strategies for improvement whent they need support.

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))

School personnel are provided with various professional learning opportunities throughout the school year. They are provided with trainings that will tools and strategies that can be shared with parents to assist their children with their non-academic growth. Teachers are trained on Skills for Learning and Life for Families and Caregivers. These skills are then shared with families in parent conferences as well as parent nights at the school. School personnel are also provided with trainings that will equip them to have effective, meaningful data chats with parents. The information provided to parents will help them to better understand and utilize data to assist their children with learning in the home setting

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))

Through our pre-kindergarten program, students participate in rigorous lessons that follow State guidelines for pre-k students. Students participate in a curriculum that strengthens them academically, physically, and socioemotionally. At the culmination of the pre-kindergarten program, Westward elementary invites families of students who attended our pre-k program, as well as those from surrounding programs, to participate in our Kindergarten Round-Up program. During the program, parents learn what skills their children will learn in kindergaten, they are provided with sample instructional/daily schedules, and various other kindergarten readiness skills that are expected of them and that they will strive to attain as a kindergartener.