

Broward County Public Schools

Westwood Heights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Westwood Heights Elementary School

2861 SW 9TH ST, Fort Lauderdale, FL 33312

[no web address on file]

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Westwood Heights Elementary School is to provide a "Community of Learners" environment where each learner will be encouraged to reach his/her potential academically, socially, and emotionally by reducing distractions and increasing parental engagement.

Provide the school's vision statement.

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

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
Stewart, Georgia	Principal	Dr. Stewart oversees the daily activities and operations within the school. She creates a shared mission and vision of academic success for all students, creates a climate hospitable to education and cultivates leadership in others. She ensures equity of educational opportunities and engages in culturally responsive practices. Her duties are to implement and supervise district and state approved curriculum and support meaningful engagement among community stakeholders to promote school-wide improvement.
Fleming, Anitra	Assistant Principal	Ms. Fleming deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Rodriguez, Shevaun	Math Coach	Increase the mathematics achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in math instruction. Model lessons which include best instructional practices in math instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of manipulatives into instruction. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development. Mrs. Rodriguez will also support 4th and 5th grades Science.
Wint, Mondelle	Reading Coach	Increase the ELA achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in ELA instruction. Model lessons which include best instructional practices in ELA instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for ELA instruction. Ms. Wint will focus on progress monitoring, Tiers 2 and 3 instruction, and have a laser focus on phonics, fluency and vocabulary. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development.
Hanslip, Rohan	Other	Increase the Science achievement of elementary school students by building instructional capacity of classroom teachers; provide technical assistance and support to classroom teachers and principals in Science instruction. Model lessons which include best instructional practices in Science

Name	Position Title	Job Duties and Responsibilities
		instruction for elementary school teachers, monitor classroom instruction, and coach teachers in best practices for math instruction including the implementation of hands-on activities and experiments into instruction. There will be a laser focus on providing opportunities for reviews, standard based centers, and weekly experiments. The Coach will analyze data and work directly with teachers to model effective instructional practices, provide collaborative and one-on-one support, and facilitate teacher inquiry and related professional development.
Shorter, Jacqueline	Teacher, ESE	Responsible for providing support to Westwood Heights to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE specialist must ensure that state and federal requirements for ESE students are strictly adhered to. Ms. Shorter is supporting Tiers 2 and 3 scholars on MTSS to support their behavior and academic challenges.

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 leadership team reviewed the ELA and Math FAST PM 3 data and the SSA Science data. The school leadership team determined that the areas for improvement are ELA and Science proficiency. Administration, team leaders, and instructional coaches analyzed the data and identified the needs for the School Improvement Plan. The SIP was shared during the last SAC meeting, May 2023, with parents and stakeholders. Additional parental input for the SIP will take place during the initial SAC meeting of the 2023-24 school year.

SIP Monitoring

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

The school leadership will review lesson plans weekly to provide support and feedback to teachers as they prepare for their instruction. Instructional coaches will facilitate weekly common planning support sessions to ensure the development of explicit, rigorous and standards-based instruction. The SIP will be monitored by utilizing student data trackers (tracking proficiency, standards, and performances), weekly curriculum planning, collaborative walkthroughs with administration, utilizing district support, and utilizing the data wall that will track subgroups, proficient and bubble scholars, targeted scholars in the bottom quartile and learning gains. The MTSS team will collaborate weekly to discuss progress and provide support for Tier 2 and 3 scholars. After assessments are given, teachers will analyze the data with the instructional coaches and plan for Tier 2 and 3 instructions. The school leadership team will provide push in and pull-out support. Teachers will conduct data chats to share scholars' progress and goals. The leadership team will conduct classroom walkthroughs weekly. Teachers will receive timely and

actionable feedback related to enhancing their practices, monitoring the alignment of standards to lessons, and lesson/classroom look fors. Follow up will also be provided to teachers to view effective instructional implementation in classroom. Programs, such as iReady, Phonics for Reading, and SIPPS will be utilized daily in the instructional blocks. Instructional coaches will monitor program usages and provide individual feedback to teachers. The SIP will be revised based on the progress monitoring data and the scholars' needs.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C 2018-19: C 2017-18: B
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	38	33	28	36	22	38	0	0	0	195	
One or more suspensions	0	1	1	8	12	18	0	0	0	40	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	15	26	34	35	21	35	0	0	0	166	
Level 1 on statewide Math assessment	0	16	23	25	15	34	0	0	0	113	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	50	53	54	80	46	62	0	0	0	345	

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	32	43	43	51	32	57	0	0	0	258

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	3	2	24	19	20	0	0	0	71
Students retained two or more times	0	0	1	1	8	8	0	0	0	18

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	38	40	39	27	44	38	0	0	0	226	
One or more suspensions	2	2	0	14	17	17	0	0	0	52	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	35	44	43	0	0	0	122	
Level 1 on statewide Math assessment	0	0	0	29	37	44	0	0	0	110	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	14	7	10	0	0	0	40	

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	1	4	2	38	57	55	0	0	0	157

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	38	18	46	0	0	0	0	103
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	38	40	39	27	44	38	0	0	0	226	
One or more suspensions	2	2	0	14	17	17	0	0	0	52	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	35	44	43	0	0	0	122	
Level 1 on statewide Math assessment	0	0	0	29	37	44	0	0	0	110	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	14	7	10	0	0	0	40	

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	1	4	2	38	57	55	0	0	0	157

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	38	18	46	0	0	0	0	103
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*	40	56	53	26	58	56	27		
ELA Learning Gains				43			34		
ELA Lowest 25th Percentile				44			26		
Math Achievement*	53	62	59	37	54	50	19		
Math Learning Gains				60			19		
Math Lowest 25th Percentile				42			35		
Science Achievement*	19	48	54	25	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	45	59	59	61			26		

* 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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	95
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	43			
ELL	36	Yes	2	
AMI				
ASN				
BLK	38	Yes	1	
HSP	46			
MUL				
PAC				
WHT				
FRL	37	Yes	2	

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	38	Yes	1	
ELL	34	Yes	1	
AMI				
ASN				
BLK	42			
HSP	47			

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%
MUL				
PAC				
WHT				
FRL	39	Yes	1	

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	40			53			19					45
SWD	42			44			43				4	
ELL	34			53			18				5	45
AMI												
ASN												
BLK	39			51			13				5	44
HSP	31			63							3	44
MUL												
PAC												
WHT												
FRL	37			50			14				5	43

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	26	43	44	37	60	42	25					61
SWD	25	53	56	31	50	33	19					
ELL	17	35		34	48		9					61
AMI												
ASN												

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
BLK	25	42	38	35	58	41	27					66
HSP	21	42		45	71							55
MUL												
PAC												
WHT												
FRL	23	37	38	34	56	45	22					60

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	27	34	26	19	19	35	21					26
SWD	36	46		34	38	36	32					
ELL	13	8		15	0		8					26
AMI												
ASN												
BLK	29	33	25	19	18	25	23					27
HSP	19	40		26	30		10					25
MUL												
PAC												
WHT												
FRL	24	31	19	16	17	29	18					17

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	33%	56%	-23%	54%	-21%
04	2023 - Spring	39%	61%	-22%	58%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	53%	-13%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	62%	-8%	59%	-5%
04	2023 - Spring	66%	65%	1%	61%	5%
05	2023 - Spring	40%	58%	-18%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	46%	-29%	51%	-34%

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.

Based on the analysis of the 2023 FAST scores, 37% of the students were proficient in ELA, 53% in Math. On the Statewide Science Assessment, 17% of students were proficient. The proficiency in ELA increased by 12 points and 19 points increase in Math. The lowest performance was in Science with an 8% decrease in proficiency.

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

Based on the analysis of the 2023 state assessment scores, the greatest need for improvement is to increase the levels of proficiency in Science. There was a decrease from 25% proficiency to 17% proficiency, which results in a 8% decrease. There were gaps in the instruction. We will work collaboratively to build upon teacher pedagogy, increase opportunities for hands-on learning, provide opportunities for standard based centers, reviews and implement supplemental resources to deepen knowledge.

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.

Based on the analysis of the 2023 state assessment scores, the greatest need for improvement is to increase the levels of proficiency in Science. There was an 8% decrease in proficiency Science from

25% in 2022 to 17% in 2023. We will work collaboratively to build upon teacher pedagogy, increase opportunities for hands-on learning, provide opportunities for standard based centers, reviews and implement supplemental resources to deepen knowledge.

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

The 2023 Math FAST scores has shown the most improvement. In 2022, 37% of our scholars in grades 3-5 were proficient. In 2023, 53% of the intermediate scholars were proficient. The math coach had a laser focus on the new BEST standards, provided timely and constructive feedback, conducted effective planning sessions utilizing UBD model with gap analysis, ensured effective implementation of new math program, utilized data to drive whole and small groups instruction, and incentivized students' growth and proficiency. The Instructional coach had opportunities to co-teach and model for teachers.

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

After reflecting on the data, two areas of concern were identified. We have to provide more Tier 2 and 3 instruction effectively and consistently to close the achievement gaps. It is essential for scholars to have opportunities for hands-on learning with math manipulatives, science experiments, and making real-world connections.

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

For the upcoming school year, we will:

1. Provide high quality Tier I instruction
2. Active student engagement & hands-on learning opportunities
3. Provide MTSS support for Tier 2 and Tier 3 scholars
4. Plan effectively with the UBD model to effectively teach academic vocabulary, address prerequisites, and differentiate small group instruction
5. Incentivize scholars' growth and performance

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.

The ELA FAST PM3 reflects that 63% of our scholars are not proficient. Although there was growth in ELA, the data reflects that we need to close the achievement gaps and ensure teachers are providing rigorous Tier 1 instruction for all scholars and interventions for struggling students.

Measurable Outcome:

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

Walkthrough data will increase to 75% at mid-year and 100% of teachers delivering explicit standards-based instruction.

By May 2024, at least 50% of our scholars in grade 3-5 will be proficient on the ELA FAST PM3 assessment.

Monitoring:

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

To monitor for the desired outcome the following will be implemented: student data trackers (tracking proficiency, standards, and performances), weekly curriculum planning, collaborative walkthroughs with administration, timely feedback, district support and utilizing the data wall that will track subgroups, proficient and bubble scholars, targeted scholars in the bottom quartile and learning gains. The MTSS team will collaborate weekly to discuss and provide support for Tier 2 and 3 scholars. After assessments, teachers will analyze the data with the instructional coaches and plan for Tier 2 and 3 instruction. The school leadership team will provide push in and pull-out support. Teachers will conduct data chats to share scholars' progress and goals. Programs, such as iReady and SIPPS, will be utilized daily in the instructional blocks. Instructional coaches will monitor program usages and provide individual feedback to teachers. The SIP will be revised based on the progress monitoring data and the scholars' needs.

Person responsible for monitoring outcome:

Mondelle Wint (mondelle.wint@browardschools.com)

Evidence-based Intervention:

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

We will be utilizing the steps from MTSS to provide Tier 2 and Tier 3 support for struggling scholars. SIPPS and Benchmark Advance will be implemented during whole and small groups instruction. For this area of focus, this intervention will be funded with UniSIG funds.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

2023 ELA PM3 data reflected that 37% of our scholars in grades 3-5 are proficient. Interventions are needed to close the achievement gaps. SIPPS curriculum is based on the Science of Reading to provide instruction for scholars that have deficiencies in foundational skills in reading. SIPPS will support with phonics, phonemic awareness, and vocabulary.

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 3 - Promising 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. School leadership team will create a Collaborative Learning Walks, conducted 3 times a week, to monitor for quality standard based Tier I instruction, active student engagement, and differentiated instruction.
2. Timely and actionable feedback will be provided to teachers to improve their practices and student outcomes.
3. Instructional coaches facilitate weekly grade level planning.
4. Create a school calendar that entails assessment dates, PLCs, and data chats.
5. Monthly data analysis of assessments and progress monitoring data for student growth.
6. Monitor teacher use of data trackers.
7. Utilize the data to identify the needs of scholars.
8. Provide Tier 2 instruction using the SIPPS and Benchmark Advance interventions.
9. If scholars do not show timely progress, they will be referred to MTSS for additional support from the MTSS team.
10. Scholars will receive the intervention from the MTSS team.
11. Attend the 2024 National Association of Elementary School (NAEP K-8) annual conference. It is a comprehensive professional learning experience designed to help principals explore innovative methods to increase student learning outcomes in reading, math, and science. The conference offers an opportunity for school leaders to learn how to best infuse the science of reading research best practices during teacher led PLCs to improve teacher efficacy and instructional impact.

Person Responsible: Mondelle Wint (mondelle.wint@browardschools.com)

By When: August 21, 2023- June 10, 2024

#2. Positive Culture and Environment specifically relating to Teacher Attendance**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.

Westwood Heights Elementary operates with the collaboration of multiple stakeholder groups by seeking their input and feedback. The school's vision is used as a guide to plan and develop a plan to meet the needs of all learners. Westwood Heights Elementary has a laser focus on building positive student and staff culture by valuing everyone's journey, avoid negative messaging, encourage risk taking, model behaviors & expectations, supporting each other, promote teacher leaders, and building relationships. Opportunities for team building, friendly competition, and more school-wide spirit events.

Measurable Outcome:

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

By June 2023, 95% of the teachers will be in attendance daily.

Monitoring:

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

Stakeholders play an integral role in promoting a positive culture and environment at the school. Committees like the School Advisory Council (SAC), School Advisory Forum (SAF), the Parent-Teacher Organization (PTO) and Sunshine Committee will collaborate to support teachers throughout the school year in a fun, working environment.

Person responsible for monitoring outcome:

Georgia Stewart (georgia.stewart@browardschools.com)

Evidence-based Intervention:

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

Collaboration and Leadership support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At the end of the previous school year, teachers shared lack of support and more fun activities were needed.

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 2 - Moderate 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.

Teachers will be a part of mentoring programs, weekly check ins, coaches weekly support, and celebrate teachers' success. Teachers will receive a Perfect Attendance award, have opportunities to be on the Teacher's Wall of Fame, engage in school-wide events and Family Engagement Night, will be celebrated through PTO and the Sunshine Committee, and show cased for their efforts and hard work on the school's newsletter and Twitter page.

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

By When: By the end of each month starting August 2023-June 2024.

#3. Instructional Practice specifically relating to Math**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.

The Math FAST PM3 reflects that 46% of our scholars are not proficient. Although there was growth in Math, the data reflects that we need to close the achievement gaps, provide rigorous Tier I instruction, and differentiated small group, and provide additional opportunities for hands-on learning with manipulatives.

Measurable Outcome:

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

Walkthrough data will increase to 75% at mid-year and 100% of teachers delivering explicit standards-based instruction.

By May 2024, at least 60% of our scholars in grade 3-5 will be proficient on the Math FAST PM 3 assessment.

Monitoring:

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

To monitor for the desired outcome the following will be implemented: student data trackers (tracking proficiency, standards, and performances), weekly curriculum planning, collaborative walkthroughs with administration, timely feedback, district support and utilizing the data wall that will track subgroups, proficient and bubble scholars, targeted scholars in the bottom quartile and learning gains. The MTSS team will collaborate weekly to discuss and provide support for Tier 2 and 3 scholars. After assessments, teachers will analyze the data with the instructional coaches and plan for Tier 2 and 3 instructions. The school leadership team will provide push in and pull-out support. Teachers will conduct data chats to share scholars' progress and goals. Instructional coaches will monitor program usages and provide individual feedback to teachers. The SIP will be revised based on the progress monitoring data and the scholars' needs.

Person responsible for monitoring outcome:

Shevaun Rodriguez (shevaun.rodriguez@browardschools.com)

Evidence-based Intervention:

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

We will be utilizing the resources from MDIS and iReady Toolbox to provide Tier 2 and Tier 3 support for struggling scholars. Interventions will be implemented during whole and small groups instruction. For this area of focus, this intervention will be funded with UniSIG funds.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

2023 Math PM3 data reflected that 46% of our scholars in grades 3-5 are proficient. Interventions are needed to close the achievement gaps. iReady Math fluency components will support with foundational math skills.

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. School leadership team will create a Collaborative Learning Walks, conducted 3 times a week, to monitor for quality standard based Tier I instruction, active student engagement, and differentiated instruction.
2. Instructional facilitator will support Tier 2 & 3 teachers.
3. Timely and actionable feedback will be provided to teachers to improve their practices and student outcomes.
4. Instructional coaches facilitate weekly grade level planning.
5. Create a school calendar that entails assessment dates, PLCs, and data chats.
6. Monthly data analysis of assessments and progress monitoring data for student growth.
7. Monitor teacher use of data trackers.
8. Utilize the data to identify the needs of scholars.
9. Provide Tier 2 instruction using MDIS and iReady Toolbox.
10. If scholars do not show timely progress, they will be referred to MTSS for additional support from the MTSS team.
11. Scholars will receive the intervention from the MTSS team.

Person Responsible: Shevaun Rodriguez (shevaun.rodriguez@browardschools.com)

By When: August 21, 2023- June 10, 2024

#4. Instructional Practice specifically relating to Science**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.

2023 5th grade SSA data reflects that 17% of our scholars are proficient. There was an 8-point decline in proficiency from 2022 SSA and our 83% of our scholars are deficient. The data reflects that we need to close the achievement gaps and ensure teachers are providing rigorous Tier 1 instruction for all scholars and interventions for struggling students.

Measurable Outcome:

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

Walkthrough data will increase to 75% at mid-year and 100% of teachers delivering explicit standards-based instruction.

By May 2024, at least 35% of our scholars in 5th grade will be proficient on the Science SSA.

Monitoring:

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

To monitor for the desired outcome the following will be implemented: student data trackers (tracking proficiency, standards, and performances), weekly curriculum planning, collaborative walkthroughs with administration, timely feedback, district support and utilizing the data wall that will track bubble and proficient scholars. There is a laser focus to provide additional opportunities for hands-on learning and experiments. After assessments, teachers will analyze the data with the instructional coaches and plan for Tier 2 and 3 instructions. The school leadership team will provide push in and pull-out support 3 times a week for Science Camp. Teachers will conduct data chats to share scholars' progress and goals. We will be utilizing the steps from MTSS to provide Tier 2 and Tier 3 support for struggling scholars. SIPPS and Benchmark Advance will be implemented during whole and small groups instruction. . The SIP will be revised based on the progress monitoring data and the scholars' needs.

Person responsible for monitoring outcome:

Georgia Stewart (georgia.stewart@browardschools.com)

Evidence-based Intervention:

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

We will be utilizing the steps from Intervention Tool of the 5E model to provide Tier 2 and Tier 3 support for struggling scholars. SIPPS will be implemented during whole and small groups instructions to support scholars with their reading skills to better comprehend the Science questions. Teachers will implement strategies to become better readers. For this area of focus, this intervention will be funded with UniSIG funds.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

2023 5th grade SSA data reflected that 83% of our scholars are deficient. Interventions are needed to close the achievement gaps. SIPPS curriculum is based on the Science of Reading to provide instruction for scholars that have deficiencies in foundational skills in reading.

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. School leadership team will create a Collaborative Learning Walks, conducted 3 times a week, to monitor for quality standard based Tier I instruction, active student engagement, and differentiated instruction.
2. Timely and actionable feedback will be provided to teachers to improve their practices and student outcomes.
3. Instructional coaches facilitate weekly grade level planning.
4. Create a school calendar that entails assessment dates, PLCs, and data chats.
5. Monthly data analysis of assessments and progress monitoring data for student growth.
6. Monitor teacher use of data trackers.
7. Utilize the data to identify the needs of scholars.
8. Provide Tier 2 instruction using the SIPPS and Benchmark Advance interventions.
9. If scholars do not show timely progress, they will be referred to MTSS for additional support from the MTSS team.
10. Scholars will receive the intervention from the MTSS team.

Person Responsible: Rohan Hanslip (rohan.hanslip@browardschools.com)

By When: August 21, 2023- June 10, 2024

Grade 5 students will attend Museum of Discovery and Science (MODS). MODS offers standards-aligned, evidence-based STEM enrichment programming perfectly positioned to equip students as critical thinkers with the fundamental academic skills needed to thrive. From a social-emotional standpoint, students will re-engage with their peers, reignite their learning and escape into whimsical worlds where their creativity and imagination can run free.

Person Responsible: Rohan Hanslip (rohan.hanslip@browardschools.com)

By When: By May 2024

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).

Accountability Funds are provided by the state for school improvement for the scholars. The funds can be used to purchase materials, resources and incentives for the scholars. Desired items are presented to the SAC Committee with an invoice and rationale of items. The SAC Committee will then vote on the request. If approved, the district's budget department will process the order and items are mailed to the school.

The UniSIG grant provides funding for supplemental resources, such as resource teacher, technology, curriculum, and programs. It provides targeted scholars with opportunities for Extended Learning Opportunities (ELO Camp), additional professional development for teacher.

Title I funding provides funding for supplemental resources, such as resource teacher, technology, curriculum, and programs. It provides targeted scholars with opportunities for Extended Learning Opportunities (ELO Camp), additional professional development for teacher. The funds also provide opportunities for parental involvement.

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

Westwood Heights Elementary School has determined that teachers need support to address deficiencies in their instructional practices to meet the needs of their struggling readers. Last year, our K-2 scholars completed the STAR Early Literacy and STAR Reading. Kindergarten had 35% scholars that were identified in the bottom of the 40% percentile and 47% in First grade. 62% of the scholars in 2nd grade were in below the 40% percentile. Instructional coaches will support teachers by providing high quality TIER I instruction, improving instructional strategies, explicit teaching of reading, and differentiated small instruction.

To address the Area of Focus, there will be systems for:

- *Analysis of most current data
- *Coaches and District support will conduct planning support based on data & observations
- *Teachers and Coaches will attend weekly grade level common planning
- *Coaches will provide planning support for ELA weekly
- *Attend District trainings
- *Coaches will implement the coaching cycle to support tier teachers
- *ELO Camp for targeted subgroups
- *Push in/Pull-out support for the targeted subgroups

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

Westwood Heights Elementary School has determined that teachers need support to address deficiencies in their instructional practices to meet the needs of their struggling readers. For 2022-2023, 60% of the scholars in 3rd grade were performing below grade level expectations, 57% of the scholars were below grade level in 4th grade, and 68% were below performing below grade level in 5th grade. Providing high quality TIER I instruction, improving instructional strategies, explicit teaching of reading, and differentiated small instruction.

To address the Area of Focus, there will be systems for:

- *Analysis of most current data
- *Coaches and District support will conduct planning support based on data & observations
- *Teachers and Coaches will attend weekly grade level common planning
- *Coaches will provide planning support for ELA weekly

- *Attend District trainings
- *Coaches will implement the coaching cycle to support tier teachers
- *ELO Camp for targeted subgroups
- *Push in/Pull-out support for the targeted subgroups

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the 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

By May 2024, 50% of students in grade K-2 will achieve at least 50% proficient on the STAR Early Literacy and STAR Reading.

Grades 3-5 Measurable Outcomes

By May 2024, 50% of students in grade 3-5 will achieve at least 50% proficient on the ELA FAST PM 3.

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.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stewart, Georgia, georgia.stewart@browardschools.com

Evidence-based Practices/Programs

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?

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

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?

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

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

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

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 leadership team have access to Class Dojo to communicate with parents, share pictures of scholars and their work, and send reminders of upcoming school-wide events. Administration also disseminates information during the morning announcements. Parent Link has been used to send out voice recordings, emails and text messages regarding school activities. SAC and SAF meetings are held monthly for parents & stakeholders to share their input and support the needs of the students. Flyers are sent home 2 weeks prior to school-wide event and the school's website. The SIP is also posted on the bulletin board of the school's front office.

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))

Teachers and the leadership team have access to Class Dojo to communicate with parents, share pictures of scholars and their work, and send reminders of upcoming school-wide events. Parent Link has been used to send out voice recordings, emails and text messages regarding school activities. SAC and SAF meetings are held monthly for parents & stakeholders to share their input and support the needs of the students. Flyers are sent home 2 weeks prior to school-wide event.

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))

To improve our ELA outcomes, we will increase the quality and time. There will be a laser focus on Tier 2 and Tier 3 instruction. The leadership team provides a double layer support for Town Hall. The ESSR teachers and instructional coaches will provide the push in and pull-out support for targeted scholars. Extended Learning Opportunities (ELO Camp) will begin in October to support targeted scholars.

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))

ESSA teachers provide small group instruction to targeted scholars utilizing district approved resources, progress monitoring, and communicate with the instructional coaches for support.

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))

Westwood Heights ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve our scholar's skills outside the subject areas by creating a yearlong action plan in collaboration with guidance, social worker, ESE specialist, community liaison, administration and other staff members to meet the needs of all scholars. The plan is implemented and monitored throughout the year, and necessary adjustments are made based on evidence-based impact of our scholars.

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).

The schoolwide tiered model to prevent and address problem behavior and early intervention services includes implementing schoolwide positive behavior plan, which includes CHAMPS, promoting core values, and SEL (Social and emotional learning) lessons & activities in grades PreK-5. Scholars with disabilities are included to ensure all scholars' needs are met through inclusive practices.

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))

Westwood Heights Elementary implements a yearlong professional development program to improve teacher efficacy. Bi-weekly, data driven professional learning is facilitated by instructional coaches, district master coaches, vendors, and outside consultants. Professional learning is data driven, standard based, and strategies to improve instructional 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))

Westwood Heights partners with local preschool programs to provide curriculum, instructional resources, and instructional strategies, best practices to further prepare preschool children for transition to kindergarten. Parents/guardians are invited to Kindergarten Round Up which is a yearly recruitment and informative session forum to assist with transitioning.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$216,166.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	369	0631 - Westwood Heights Elementary	UniSIG		\$6,035.00
			<i>Notes: Curriculum Associates i-Ready Teacher Toolbox is a one-stop access to research-based resources for on-level and differentiated instruction that is flexible and engaging. Teachers can draw relevant, standards-based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills from earlier grades. Teacher Toolbox also contains a range of evaluation tools and assessments that allow students to demonstrate mastery of today's standards while supporting teachers in identifying skill areas that may need reinforcement. The assessments practice challenges students through test structures that mirror those of high-stakes state assessments. Purchase iReady Teacher Toolbox as a supplemental resource to Tier I instruction during small group direct instruction for Math and Reading (1:5). The Teacher Toolbox will be used to remediate and/or enrich students in specific skill areas aligned to Tier I instruction. - iReady Learning Teacher Toolbox Access Florida BEST Math and ELA Per Site 351-500 students</i>			
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$1,265.00

			<i>Notes: Curriculum Associates - Phonics for Reading Phonics for Reading will be used to provide daily, effective phonics intervention to students in grades 3-5. Phonics for Reading is a systematic approach to closing the achievement gap. Phonics plays a key role in the science of reading. To help struggling grade 3-5 scholars become fluent readers, Phonics for Reading will be used by push-in/pull-out support with identified struggling readings. - (40) Phonics for Reading First Level Student Book Single 1 Year @ \$9.00 - (1) Phonics for Reading First Level Teacher Guide @ \$14.95 - (40) Phonics for Reading Second Level Student Book Single 1 Year @ \$9.00 - (1) Phonics for Reading Second Level Teacher Guide @ \$14.95 - (1) Phonics for Reading Third Level Teacher Guide @ 14.95 - (40) Phonics for Reading Third Level Student Book Single 1 Year @ 9.00 - Estimated Shipping: \$139.50</i>			
	5100	120	0631 - Westwood Heights Elementary	UniSIG		\$40,200.00
			<i>Notes: Extended Learning Opportunities (ELO) Stipends Provide stipends for fifteen teachers to teach ELA/Reading and Math Extended Learning Opportunity Camps for 2nd - 5th grade students three (3) days per week with specific targets on students in our ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. All of these strategies will help us achieve our SIP goals. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at \$40/hour. There will be approximately 150 total students anticipated to attend the ELO camps. The student to teacher ratio will be 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction will be reduced to meet that ratio. Stipends for fifteen teachers to teach extended learning opportunity camps from October 16, 2023, to April 26, 2024. - ELO Student Camp Time: 67 days x 1 hour = 67 hours - ELO Student Camp Stipends: 15 teachers x 67 hours x \$40/hour stipend = \$40,200</i>			
	5100	130	0631 - Westwood Heights Elementary	UniSIG		\$2,680.00
			<i>Notes: Extended Learning Opportunities (ELO) Coordinator Stipends The Instructional Coach will serve as the ELO Camp Coordinator and provide curriculum and instruction aligned to standards taught daily during the instructional day, progress monitoring, hold data chats, and provide feedback to teachers for continuous improvement of instructional practices and processes. The coordinator will also conduct data analysis to determine areas of remediation based on standards taught during the instructional day. - ELO Coordinator Stipends: 1 Coordinator x 67 hours x \$40/hour stipend = \$2,680</i>			
	6400	120	0631 - Westwood Heights Elementary	UniSIG		\$32,400.00
			<i>Notes: Professional Development/Curriculum Planning Provide stipends to 27 K-5 teachers to engage in professional development/training and curriculum planning. Provide stipends for an additional 1-hour per week of professional development and curriculum training from 3:00pm-4:00pm on Tuesdays beginning September 5, 2023, through April 30, 2024. This opportunity will focus on teacher need to increase data-driven, standard based instruction and curriculum planning and preparation that will improve teachers' capacity to deliver effective instruction across all subject areas. Stipends will be paid at \$40/hour. - Professional Development Time: 1 hour/week x 30 weeks = 30 hours - Professional Development Stipends: 27 teachers x 30 hours x \$40/hour stipend = \$32,400</i>			
	6400	130	0631 - Westwood Heights Elementary	UniSIG		\$2,400.00
			<i>Notes: Professional Development/Training - Facilitator stipends Provide stipends for facilitators to design and implement educator professional development training experiences, providing them with knowledge, skills, experience, and resources to become comfortable incorporating PD and PLC activities into their classrooms to enhance teacher efficacy and student achievement. Stipends will be paid at \$40/hour. - Facilitator Time: 1 hour/week x 30 weeks = 30 hours - Facilitator Stipends: 1 facilitator x 30 hours x \$40/hour stipend = \$1,200 - Facilitator Planning Time: 1 hour/week x 30 weeks = 30 hours - Facilitator Planning Stipends: 1 facilitator x 30 hours x \$40/hour = \$1,200 - Facilitator Stipends Total: \$1,200 + \$1,200 = \$2,400</i>			
	6400	130	0631 - Westwood Heights Elementary	UniSIG		\$6,000.00
			<i>Notes: Co-Teaching & Teacher/Student Tier Support Reading proficiency is currently at 39%, Westwood Heights Elementary School is requesting stipend for 1 site-based teacher to engage in collaborative planning, data analysis and daily peer teaching with new and</i>			

			<p><i>struggling Reading teachers. The site-based support will work with a total of four teachers. Two of these teachers are new to the department, coming in from other assigned content last year. The other two, based on observations, are struggling in reading lesson implementation with level 1 and level 2 students, which includes the lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the general reading classroom. This tiered teacher intervention will occur during planning periods and after school. The coach will be paid \$6,000 for the completion of the year of support. The coach will receive \$6,000 for the completion of the year of support. \$6,000/coach is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 1 site-based Coach: 1 coach x \$6,000 = \$6,000</i></p>			
	7730	330	0631 - Westwood Heights Elementary	UniSIG		\$6,102.00
			<p><i>Notes: National Association of Elementary School Principals (NAESP) Registration and travel reimbursement funds for two administrators to attend the National Association of Elementary School Principals (NAESP) 2024 Pre-K-8 Principals Conference from July 15-17, 2024 in Nashville, TN. The conference is a comprehensive professional learning experience designed to help "level up leadership". This out of state conference is not available within the state of Florida. The conference attendees will be the principal and the assistant principal. - (2) Registration: \$1,195 x 2 people = \$2,390 - (2) Hotel: \$400/night (incl. taxes and fees) x 3 nights = \$1,200 x 2 people = \$2,400 - (2) Transportation/Airfare: \$500 x 2 people = \$1,000 - (2) Per Diem: \$39/day x 4 days = \$156 x 2 people = \$312</i></p>			
	5100	120	0631 - Westwood Heights Elementary	UniSIG	1.0	\$61,940.00
			<p><i>Notes: Resource Teacher/Interventionist Hire one Resource Teacher/Interventionist to assist in closing the achievement gap in both ELA and Math by working with small groups of preidentified students in grades K-5 using appropriate enrichment, preventive, and/or remedial strategies to enhance the student's development to their maximum potential daily throughout the school day. The Resource Teacher/Interventionist will create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.</i></p>			
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$16,955.00
			<p><i>Notes: Curriculum Associates - Magnetic Reading Purchase Magnetic Reading Foundations and Magnetic Reading for grades K-5. Magnetic Reading will be used as a supplemental resource to core Tier I Reading instruction for grades K-5 on a daily basis, during the regular instructional day. Magnetic Reading will be used in a small group setting (1:5) to remediate and/or in a whole group setting to reteach skills taught during Tier I instruction. Magnetic Reading will be used to reinforce Tier I strategies and instruction to help close the achievement gap for all scholars. - (3) Classroom Decodable Library Set Grade K@ \$969.00 - (54) Student Workbook Set Grade K@ \$21.25 - (3) Teacher Guide Set Grade K@ \$59.50 - (3) Classroom Decodable Library Set Grade 1@ \$969.00 - (54) Student Workbook Set Grade 1 (2023) 1 Year @ \$21.25 - (3) Teacher Guide Set Grade 1 (2023) @ \$59.50 - (3) Classroom Decodable Library Set Grade 2@ \$969.00 - (54) Student Workbook Set Grade 2@ \$21.25 - (3) Teacher Guide Set Grade 2 @ \$59.50 - (72) Student Book Grade 3@ \$12.75 - (4) Teacher Guide Grade 3@ \$25.50 - (66) Student Book Grade 4@ \$12.75 - (3) Teacher Guide Grade 4@ \$25.50 - (66) Student Book Grade 5@ \$12.75 - (3) Teacher Guide Grade 5@ \$25.50 - Estimated Shipping: \$1,339.95</i></p>			
	5100	220	0631 - Westwood Heights Elementary	UniSIG		\$3,431.00
			<p><i>Notes: FICA (Social Security): ELO Stipends</i></p>			
	5100	240	0631 - Westwood Heights Elementary	UniSIG		\$429.00
			<p><i>Notes: Workers Compensation: ELO Stipends</i></p>			
	5100	250	0631 - Westwood Heights Elementary	UniSIG		\$43.00
			<p><i>Notes: Unemployment: ELO Stipends</i></p>			

	6400	220	0631 - Westwood Heights Elementary	UniSIG		\$2,784.00
			<i>Notes: FICA (Social Security): PD/Facilitator Stipends</i>			
	6400	240	0631 - Westwood Heights Elementary	UniSIG		\$348.00
			<i>Notes: Workers Compensation: PD/Facilitator Stipends</i>			
	6400	250	0631 - Westwood Heights Elementary	UniSIG		\$35.00
			<i>Notes: Unemployment: PD/Facilitator Stipends</i>			
	6400	220	0631 - Westwood Heights Elementary	UniSIG		\$480.00
			<i>Notes: FICA (Social Security): Co-Teacher-Reading</i>			
	6400	240	0631 - Westwood Heights Elementary	UniSIG		\$60.00
			<i>Notes: Workers Compensation: Co-Teacher-Reading</i>			
	6400	250	0631 - Westwood Heights Elementary	UniSIG		\$6.00
			<i>Notes: Unemployment: Co-Teacher-Reading</i>			
	5100	210	0631 - Westwood Heights Elementary	UniSIG		\$8,523.00
			<i>Notes: Retirement: Resource Teacher</i>			
	5100	220	0631 - Westwood Heights Elementary	UniSIG		\$4,805.00
			<i>Notes: FICA (Social Security): Resource Teacher</i>			
	5100	230	0631 - Westwood Heights Elementary	UniSIG		\$10,633.00
			<i>Notes: Health Insurance: Resource Teacher</i>			
	5100	240	0631 - Westwood Heights Elementary	UniSIG		\$629.00
			<i>Notes: Workers Compensation: Resource Teacher</i>			
	5100	250	0631 - Westwood Heights Elementary	UniSIG		\$51.00
			<i>Notes: Unemployment: Resource Teacher</i>			
	6300	160	0631 - Westwood Heights Elementary	UniSIG		\$1,100.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>			
	5100	519	0631 - Westwood Heights Elementary	UniSIG		\$4,250.00
			<i>Notes: Purchase Lexmark printer toner cartridges for printers to be used by classroom teachers to print out standards-based activities and students will use these printers to print out assignments and typed essays. - (6) Lexmark Black @ \$124.15 - (5) Lexmark Magenta @ \$250.36 - (4) Lexmark Yellow @ \$250.36 - (5) Lexmark Cyan @ \$250.36</i>			

	5100	644	0631 - Westwood Heights Elementary	UniSIG		\$879.00
			Notes: Purchase one Lenovo ThinkCentre M90a All-in-One Desktop for use by the instructional coach to support planning and preparing materials for after-school tutoring camp. - (1) Lenovo ThinkCentre M90a @ \$869 - (1) Delivery and Deployment @ \$10			
	5100	643	0631 - Westwood Heights Elementary	UniSIG		\$1,283.00
			Notes: Purchase one Lenovo Thinkpad X12 Tablet for use by the camp facilitator and administrators while conducting classroom walkthroughs during afterschool tutoring camp to capture look fors, and provide timely and actionable feed back to the participating teachers. - (1) Lenovo Thinkpad x12 Tablet @ \$1,275 - (1) Delivery and Deployment @ \$8			
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$420.00
			Notes: Classroom/Student Supplies Classroom supplies to support reading, mathematics, science, and social studies instruction: Supplies include: composition notebooks, Expo dry erase markers, pencils and 3 prong 2 pocket folders.			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math				\$18,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$5,615.00
			Notes: Curriculum Associates - BEST Math Purchase Ready Florida B.E.S.T. Mathematics as a supplemental resource to core Tier I Math instruction for grades K-5 during the regular instructional day. Ready will be used in a small group setting (1:5) to remediate and/or in a whole group setting to reteach skills taught during Tier I instruction. Ready will be used to reinforce Tier I strategies and instruction to help close the achievement gap for all scholars. - (54) Ready Florida BEST Math Instruction Grade K Student Book @ \$12.75 - (3) Ready Florida BEST Math Instruction Grade K Teacher Resource Book @ \$25.50 - (54) Ready Florida BEST Math Instruction Grade 1 Student Book @ \$12.75 - (3) Ready Florida BEST Math Instruction Grade 1 Teacher Resource Book @ \$25.50 - (54) Ready Florida BEST Math Instruction Grade 2 Student Book @ \$12.75 - (3) Ready Florida BEST Math Instruction Grade 2 Teacher Resource Book @ \$25.50 - (72) Ready Florida BEST Math Instruction Grade 3 Student Book @ \$12.75 - (4) Ready Florida BEST Math Instruction Grade 3 Teacher Resource Book @ \$25.50 - (66) Ready Florida BEST Math Instruction Grade 4 Student Book @ \$12.75 - (3) Ready Florida BEST Math Instruction Grade 4 Teacher Resource Book @ \$25.50 - (66) Ready Florida BEST Math Instruction Grade 5 Student Book @ \$12.75 - (3) Ready Florida BEST Math Instruction Grade 5 Teacher Resource Book @ \$25.50 - Estimated Shipping: \$463.56			
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$12,985.00
			Notes: Educational Development Associates Purchase ACALETICS Math materials to enhance the fluency skills and assist with increasing the proficiency and understanding of math standards in Grades 2-5 to use in addition to our core Tier I Math block for 20 minutes at the start of the block. - (54) CRS COMP PRE/POST ASSESSMENT GR 2 @ \$12.95 - (54) CRS QUIK-PIK BK 1-4 GR 2 @ \$9.95 - (72) CRS COMP PRE/POST ASSESSMENT GR 3 @ \$12.95 - (72) CRS QUIK-PIK BK 1-4 GR 3 @ \$9.95 - (66) CRS COMP PRE/POST ASSESSMENT GR 4 @ \$12.95 - (66) CRS QUIK-PIK BK 1-4 GR 4 @ \$9.95 - (66) CRS COMP PRE/POST ASSESSMENT GR 5 @ \$12.95 - (66) CRS QUIK-PIK BK 1-4 GR 5 @ \$9.95 - Shipping and Handling: \$1,180.85			
4	III.B.	Area of Focus: Instructional Practice: Science				\$7,104.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0631 - Westwood Heights Elementary	UniSIG		\$4,052.00
			Notes: Educational Development Associates ACALETICS Science will be used as a supplement resource in addition to the core Tier I Science curriculum to increase Science			

			performance in grade 5. - (66) 5th Grade Science SCRIMMAGE (Form A and B set) @ \$12.95 - (66) 5th Grade Science QUIK-PIK (Book 1 and 2 set) @ \$14.95 - Shipping and Handling: \$368.28			
	5100	310	0631 - Westwood Heights Elementary	UniSIG		\$1,620.00
			<i>Notes: Educationally Enhanced Field Trip - Grades K-2: "The GABIE Bus" Provide an opportunity for students in K-2 to link their classroom learning, knowledge, and understanding of a subject with outside experiences. Field trips are an important part of the educational experience for all students, especially students with disabilities. They provide opportunities for our students to experience first-hand, meaningful interaction with the community that surrounds them and provide an opportunity to experience a variety of learning environments. These experiences will further provide an opportunity for our students to develop and enhance their socializing and citizenship skills. In accordance with SBBC, these field trips will have clearly stated objectives that directly correlate to work performed in the classroom. Field trips will be conducted for the following reasons: - As a component of classroom work directly related to the curriculum. - As an educational objective and is a reward for desired behavior or accomplishment. - To achieve specific educational objectives and outcomes. The Great American Bus Interactive Education (GABIE) Company provides a curriculum based mobile, interactive, educative tool that travels to schools. Gabie, who is their "Awareness Honeybee", is pollinating the children of the United States with educational facts about their state's Agriculture. - (54) First grade admission fee @ \$10.00 - (54) Second grade admission fee @ \$10.00 - (54) Kindergarten admission fee @ \$10.00</i>			
	5100	310	0631 - Westwood Heights Elementary	UniSIG		\$1,432.00
			<i>Notes: Educationally Enhanced Field Trips - Grade 5: Museum of Discovery and Science (MODS) MODS offers standards-aligned, evidence-based STEM enrichment programming perfectly positioned to equip students as critical thinkers with the fundamental academic skills needed to thrive. From a social-emotional standpoint, students will re-engage with their peers, reignite their learning and escape into whimsical worlds where their creativity and imagination can run free. - (66) Transportation fee @ \$4.00 - (7) Complete Museum Adventure 1:10 Chaperone Admissions Fee @ \$16.00 - (66) Complete Museum Adventure Student Admissions Fee @ \$16.00</i>			
Total:						\$241,870.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No