The School District of Palm Beach County

Westward Elementary School

2016-17 Schoolwide Improvement Plan

Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

https://wses.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Westward Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers utilize student profile sheets to learn more about their students' backgrounds and cultures. The beginning of the school year provides opportunities for students to share about themselves with their classmates and teachers. Various group building exercises and Kagan strategies are utilized by teachers to accomplish this.

Additionally our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
•Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work as a part of our IB program and thematic units

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school will share during the first weeks of school the School wide behavioral expectations, the universal attention signal, and the universal guidelines that will shape the culture of the school to provide a safe and respectful environment. This is a part of our School wide Positive Behavior Support program. The school incorporates the Single School culture program addresses academics, behavior, and climate.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

Articulation of academic targets – unpacking of standards
Development of a data stream
Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
Alignment of curriculum/instruction/assessment to standards
Sharing strategies for corrective instruction
Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

Reduces risk factors for students and promotes positive factors
Recognizes and values the contributions of all: staff, students, and parents
Promotes an atmosphere that encourages positive relationships among all stakeholder groups

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

•The Westward Elementary Universal Guidelines and behavior matrix taught the first week of school in all classrooms and twice a year a Code of Conduct Assembly will be held to ensure students are aware of school expectations.
• Ensure teachers that are having challenges with classroom management are trained in Classroom management strategies such as CHAMPS, etc.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

• Operational school based team will meet weekly to discuss students with barriers to academic and social success.
• A comprehensive school clubs program that provides opportunities for students to have social interactions after school based on their own interests.
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions

and positive feedback throughout the school day.

Exploring the development a mentoring program this year with local business partner - Northside Kiwanis

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. §§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts

A Level 1 score on the statewide, standardized assessments in Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	12	10	16	11	21	0	0	0	0	0	0	0	85
One or more suspensions	4	4	14	19	24	45	0	0	0	0	0	0	0	110
Course failure in ELA or Math	20	43	40	48	69	56	0	0	0	0	0	0	0	276
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	11	12	17	23	44	0	0	0	0	0	0	0	113

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

In order to improve the academic performance of student identified by the early warning system Westward Elementary will utilize:
• SAI- Supplemental Academic Instruction Support
• LLI- Level Literacy Intervention System
• Tutorials
• SBT
• Guidance Counselor referrals and conferences
• Student/ Teacher Data Chats

- Teacher/ Administrator Data Chats
- Community Resources (i.e. Parent Child Center, Multicultural Department)

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/317236.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Westward has a Magnet coordinator to promote and sustain partnerships with various organizations to assist with resources that will benefit students and the achievement efforts of the school. The resource person identifies organizations or persons in the community and share with them the mission and needs of the school. He will give various suggestions of how the organization may provide assistance that promote student achievement. Additionally if organization initiates a desire to assist the school, the Magnet Coordinator follows up with the interested party and helps to devise a plan of how assistance can be given.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Brooks, Bobbie	Principal
Parise, Victoria	Instructional Coach
Beneby, Bernadette	Instructional Coach
Bullard, April	School Counselor
Hall, Kim	Teacher, ESE
Fagan, Pauline	Teacher, K-12
Duval, Nehemie	Instructional Coach
Thompson, Maureen	Teacher, K-12
Goodson, Tambia	Instructional Coach
Jelks-Cook, Jessica	Assistant Principal
	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Bobbie Brooks - Principal: Oversees all aspects of the school; Academic focus for grades K-5 Math and Science

Jessica Jelks-Cook: Assists Principal in overseeing all aspects of the school; Academic focus for grades K-5 Reading and Language Arts

Nehemie Duval - Instruction Support for Literacy (Coach): Provides instructional support for Literacy for grades 3-5

Tambia McIntosh - Instructional Support for Literacy providing instructional support for literacy for grades K-2

Maureen Thompson - Leveled Literacy Interventions professional development, organization, and implementation for K-5.

Victoria Parise - Math Coach: Provides instructional support for math for grades K-5

Bernadette Beneby - Magnet Coordinator: Provides Instructional support for the IB Magnet program, oversight of VPK registration and Business Partners & Volunteers Coordinator

April (Lowery) Bullard - Guidance Counselor: School Wide Positive Behavior Support Lead & School Based Team Leader

Kim Hall - ESE Contact: Oversees the Exceptional Student Education program.

Pauline (Nembhard) Fagan - ESOL Contact: Oversees the ESOL program

Kendrah Kelly - Single School Culture Coordinator

Each of these members works together to help make decisions for the academic achievement of students and cultivating a positive work climate. In addition, teachers collaborate with administrators in the analysis of assessment data and assist in instructional decision making through Learning Team

Meetings.

Problem Identification entails identifying the problem and the desired behavior
for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting
data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing
evidence based interventions based upon data previously collected. These
interventions are then implemented.
Evaluating is also termed Response to Intervention. In this step, the
effectiveness of a student's or group of students' response to the implemented
intervention is evaluated and measured.
The problem solving process is self correcting, and, if necessary, recycles in order to
achieve the best outcomes for all students. This process is strongly supported by both
IDEA and NCLB. Specifically, both legislative actions support all students achieving
benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008
Members of the school based RtI Leadership Team will meet with the School Advisory
Council (SAC) and will help develop the SY15 SIP. Utilizing the previous year's data,
information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas
will be discussed.
Topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%
• AYP and subgroups
• strengthens and weaknesses of intensive programs
• mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members
on the RtI process.

*2. Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact.*

Meet regularly to review universal screening data, diagnostic data, and progress monitoring data.
Based on the information, the team will identify the professional development activities needed to
create effective learning environments. After determining that effective Tier-1 Core Instruction is in
place, the team will identify students who are not meeting identified academic targets. The identified
students will be referred
to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion,
the team will identify students who are in need of additional academic and/or behavioral support
(supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which
identifies a student's specific areas of deficiencies and appropriate research based interventions to
address these deficiencies. The team will ensure the necessary resources are available and the
intervention is implemented with fidelity. Each case will be assigned a case liaison to support the
interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data
collected for further discussion at future meetings. Homeless students' academics and behavior are
monitored to ensure school success. Interventions will be provided as needed using the SBT process.

* Problem Solving Model

The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior
for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting
data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing
evidence based interventions based upon data previously collected. These
interventions are then implemented.
• Evaluating is also termed Response to Intervention. In this step, the
effectiveness of a student's or group of students' response to the implemented
intervention is evaluated and measured.
The problem solving process is self correcting, and, if necessary, recycles in order to
achieve the best outcomes for all students. This process is strongly supported by both
IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks
regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

Our school integrates Single School Culture by sharing our Universal Guidelines for Success,
following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents and
Monitoring SwPBS. We update our Action Plans during faculty meetings. We instill an appreciation for
multicultural diversity through our anti-bullying campaign, structured lessons and implementation of
SwPBS programs such as our G.O.T.C.H.A behavior incentive program.

Title I, Part A-Improving the Academic Achievement of the Disadvantaged. Instruction based on
proven educational models and provided by highly qualified teachers and paraprofessionals. Provide
opportunities for parents through family involvement programs. At Westward, the Title I, Part A
allocation is used to pay for resources and materials (personnel, supplies, tutorial, professional
development, parent training refreshments, etc.) to support the purpose of Title I and the goals of the
school's School Improvement Plan.

Title II funds support teachers and administrators through district professional development,
curriculum support, and instructional superintendents to provide principal mentoring.

Title III funds support English Language Learners through tutorial and classroom resources and
support.

Title X funds ensure those students at Westward who are identified as homeless receive supports
needed to be academically successful. The school contact arranges services such as housing
referrals, clothing, free meals, tutorials, transportation, and social services.

Supplemental Academic Instruction (SAI)-State categorical funding identified in Florida State Statute
§1011.62 has been set aside to provide supplemental academic instruction to students in
kindergarten through grade 5. In Palm Beach County, at the elementary level, these funds are used
to provide one SAI teacher at each elementary school for the purpose of helping students progress
successfully from grade to grade. Here at Westward Elementary our SAI teacher works with our low
performing students in grades 2 and 3.

We collaborate with various agencies to assist with student needs such as Boys Town, Parent Child
Center, and the Department of Children and Families to name a few. We also utilize services and
agencies (First United Bank, Chick-Fil-A, Trinity United Methodist Church, City of West Palm Beach,
etc. to promote business and community involvement.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Donnell Parks	Parent
Victoria Parise	Teacher
Bobbie Brooks	Principal
Denise Clark	Parent
Shante Parks	Parent
Nadine Vernal	Parent
Micherline Telegrand	Parent
Maureen Thompson	Parent
Jack Wells	Business/Community
Jean Esta	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Each year the SAC reviews the School Improvement Plan from the previous year along with overseeing changes and modification being made for the current year.

b. Development of this school improvement plan

The SAC committee oversees the collaborative development of the plan along with giving the final approval. Continuous updates to the plan will be presented to the SAC for their input and approval.

c. Preparation of the school's annual budget and plan

The annual budget is reviewed with the SAC committee prior to requesting approval of the School Improvement Plan. As updates or modifications are made the SAC committee must vote to give approval of the changes.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

There were no school improvement funds allocated last year. However the following guidelines would apply:

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Thompson, Maureen	Teacher, K-12
Goodson, Tambia	Instructional Coach
Duval, Nehemie	Instructional Coach
Brooks, Bobbie	Principal
Jelks-Cook, Jessica	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. The team includes a literacy leader from primary and intermediate grade levels, a reading coaches , SAI teacher, and administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Provision of coverage for collaboration among teachers and coached during school day.Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Grade levels will also have weekly planning meeting after student dismissal to review school climate concerns, teacher evaluation protocols, review student progress, and plan team activities

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Receive recommendations from human resources staff, attend district sponsored job fairs, build a relationship with local colleges (education department), assign mentoring teachers to new educators, professional development course offerings, weekly grade level collaborative planning, coaching support

and learning team meetings, participation in the Educator Support Program. Responsible persons: Principal and/or Assistant Principal.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The goal of the ESP is to improve the initial teaching experience of newly hired educators thereby having a positive impact on student learning. This is accomplished by supporting the new educators in the development of instructional and other professional practices. The program components are designed to provide support to new educators as they master the criteria of the Florida Educator Accomplished Practices (FEAPs).

To assist in orienting ESP participants to the Marzano Observation and Evaluation System, ESP participants will be asked to complete a self-paced course titled Marzano and the Educator Support Program. This course will provide the participant with critical/helpful information for observations that school based administrators will be conducting when they visit the participant's classroom.

The mentors are experienced educators that are assigned to new teachers based on the grade level taught or the academic coaching support that they provide to the new educator.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing, as well as math and science) curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 30-45 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction - upon teachers being trained with the LLI systems
•Providing Process and Strategy charts for reminders of teaching

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 840

Provide targeted instruction for students in the lowest 25% for Math and Reading

Strategy Rationale

Extended time offered for Math for those student who need more assistance with numerical fluency and problem solving skills.

Strategy Purpose(s)

 • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Parise, Victoria, victoria.parise@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed. Math fluency will also be a prominent focus for this population of students using resources such as TenMarks, FASST Math and/or V Math Live.

Strategy: Extended School Day

Minutes added to school year: 10,800

60 additional minutes of Literacy instruction each day to address gaps in learning for those below proficiency level and enrichment for those above the proficiency level.

Strategy Rationale

Greater targeted instruction for students who are below proficiency levels and enrichment for those achieving proficiency or higher

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duval, Nehemie, nehemie.duval@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitoring of Reading Running Records assessments and the assessment score for the units of study

Strategy: Weekend Program

Minutes added to school year: 1,080

Provide targeted instruction for students who are predicted as high level 2's and/or low level 3's

Strategy Rationale

Providing extra support to move students above the proficiency score who are close but not quite there yet.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duval, Nehemie, nehemie.duval@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Invite family members of older elementary school students to participate in discussion groups that will provide the families of prekindergarten students with insight into how to prepare the children for school, including ways that families can support classroom instruction.

Have a classroom visit day for parents and students prior to enrollment in order to gain experience as to what the school day is like.

Create a welcome packet to distribute during a parent orientation/open house (Kindergarten Round Up) in the spring before transitioning to Kindergarten, which includes information about our kindergarten program and literature on how to prepare their child for the academic and behavioral expectations of the upcoming school year. A tour of the school and a Kindergarten classroom will also be given along with the expected outcomes of the completion of the Kindergarten program.

Meet with local preschool programs to discuss readiness for transitioning students.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by 3rd grade.

G2. If we ensure the academic proficiency of all students, then we will increase the percentage of students considered high school ready as shown in identified leading indicators.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by 3rd grade. 1a

🔍 G083785

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	48.0
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of planning for differentiated instruction and limited implementation of differentiated instruction due to limited understanding of the standards

- Limited time, resources, and implementation with fidelity of small group instruction/tiered instruction

- Limited parent engagement/parents need tools to support learning at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided iReady

- Title 1 supplemental funds

- LLI

- Staff based professional developers(Coaches and Single School Coordinator)

- APTT Support

- Regional Office Support

- Magnet supplemental funds

- Model classrooms

- Passionate educators

- Chromebooks

- Ben Carson Reading Room

- Reading Resource Room

- 21st Century Program/Aftercare Program

- Pre-K

- SAI

Plan to Monitor Progress Toward G1. 8

Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.

Person Responsible
Bobbie Brooks

Schedule
Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion
Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.

G2. If we ensure the academic proficiency of all students, then we will increase the percentage of students considered high school ready as shown in identified leading indicators. `1a`

🔍 G083786

Targets Supported `1b`

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	65.0
FSA Mathematics Achievement	52.0
FSA ELA Achievement	47.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal `3`

- Limited patent engagement/ parents needing assistance in supporting students' learning at home

- Lack of time and resources to plan for differentiation as well as using the continuum for learning in conjunction with Reading Running Records to implement effective small group instruction and the balanced literacy instructional model while teaching higher order thinking with the New Florida Standards, limiting effective tracking and use of student data

- Students lacking numerical fluency, problem solving skills and solving multi step problems as well as limited time and resources to plan for and execute differentiated small group instruction

- Student Conduct

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Online Programs (Learning A to Z, iReady and/or Reading Plus)

- Reading Coach

- Reading Resource Teachers

- Math Coach

- Math Resource Teacher

- Performance Matters Assessment System

- Student Response Systems - Clickers

- IB Magnet Coordinator

- Math Online Program (iReady, V-Math, TenMarks and/or Reflex Math)

- Khan Academy

- Think Central- Science, Math

- Common Planning Time

- Planning Guides

- Question Stems

- Webbs Depth of Knowledge

- IB Structures

- iReady

- Professional Learning Communities

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

- Fundations

- Leveled Literacy Intervention (LLI)

- Extended Learning Opportunities (Afterschool/ Saturday Tutorials and Saturday Science Academy)

Plan to Monitor Progress Toward G2. 8

SBLT will monitor Diagnostic Assessments, Running Reading Records, LLI dta on EDW, iReady data

Person Responsible
Bobbie Brooks

Schedule
Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion
Reviewing standardized assessments, reading running records, APTT growth data, iObservation data,

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by 3rd grade. [1]

🔑 G083785

G1.B2 Lack of planning for differentiated instruction and limited implementation of differentiated instruction due to limited understanding of the standards [2]

🔑 B222528

G1.B2.S1 Provide teachers with ongoing, sustained, job embedded, differentiated professional development. [4]

🔑 S234808

Strategy Rationale

To promote effective instruction for students

Action Step 1 [5]

Primary grades reading coach will support grades K-2 reading teachers through the implementation of the coaching cycle.

Person Responsible

Tambia Goodson

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coaches logs, action plans developed for teachers, follow-up meeting notes, PLC agendas, sign-ins, notes; lesson plans for lessons modeled; coach's schedule; PDD agendas, sign-ins, presentations

Action Step 2 [5]

K-2 teachers will participate in early literacy professional development offerings.

Person Responsible

Tambia Goodson

Schedule

Triannually, from 8/23/2016 to 4/28/2017

Evidence of Completion

Sub-slips, TDE's, agendas from off campus trainings

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will continually reflect on implementation of the coaching cycle and provide formalized feedback.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 8/26/2016 to 5/29/2017

Evidence of Completion

Debriefing notes, relfecting templates, feedback to employees, action plans, agendas, sign-ins and notes from coaches and leadership team meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration will conduct walk-throughs and formal observations to check for implementation of suggested and or modeled strategies from coaches.

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Observation data, student progress monitoring data, teacher survey data

G1.B6 Limited time, resources, and implementation with fidelity of small group instruction/tiered instruction
2

🔍 B222532

G1.B6.S1 Provide instructional programming that is customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔍 S234809

Strategy Rationale

This strategy will provide additional time, resources and differentiated instruction to meet the needs of diverse learners.

Action Step 1 5

Resource teacher will work with small groups of k-2 students who have gaps in reading skills

Person Responsible

Tambia Goodson

Schedule

Daily, from 9/6/2016 to 5/31/2017

Evidence of Completion

Resource teacher's schedule, LLI and/or Fundations lesson plans, rosters of students served, progress monitoring documentation

Action Step 2 5

Jump Start Summer Tutorial program will provide students not reading on grade level with the opportunity to engage in targeted reading instruction.

Person Responsible

Maureen Thompson

Schedule

Daily, from 6/5/2017 to 6/29/2017

Evidence of Completion

Tutorial packets: Teacher time sheets, student sign in sheets for each day on teacher time sheet, lesson plans for each day teacher tutored.

Action Step 3 `5`

Kindergarten teachers will implement the use of Fundations in Kindergarten classes to support oral language development.

Person Responsible

Tambia Goodson

Schedule

Daily, from 9/6/2016 to 6/1/2017

Evidence of Completion

Lesson plans reflecting use of Fundations

Action Step 4 `5`

After school tutorial program will support 3rd grade students requiring reinforcement or remediation of literacy skills.

Person Responsible

Nehemie Duval

Schedule

Daily, from 1/17/2017 to 3/16/2017

Evidence of Completion

Tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet.

Action Step 5 `5`

Saturday tutorial program in the spring will support literacy remediation for 3rd grade students.

Person Responsible

Nehemie Duval

Schedule

Weekly, from 1/14/2017 to 3/11/2017

Evidence of Completion

Saturday tutorial schedule, class rosters, tutoring packets: teacher time sheets, student signins for each day on time sheet and lesson plans for each day on time sheet.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Administration will continually observe and reflect on the use of fundations in the kindergarten classrooms, small groups conducted by the k-2 reading resource teacher and extended learning opportunities.

Person Responsible

Jessica Jelks-Cook

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Review of lesson plans; observations; debriefing with coach and kindergarten teachers; reflections; feedback

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.

Person Responsible

Nehemie Duval

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.

G1.B7 Limited parent engagement/parents need tools to support learning at home 2

🔑 B222533

G1.B7.S1 Align new and existing community and parent partnerships to assist school in reaching academic goals. 4

🔑 S234810

Strategy Rationale

This strategy will allow opportunities for parents to engage with their students' academic processes at school. It will also provide parents with valuable tools and information to continue the support of and engagement with the students' education at home to assist the school in reaching our academic goals.

Action Step 1 5

Continue to implement academic Parent Teacher Teams (APTT) in K-1 and expand implementation to grades Pre-K, 2 and 3

Person Responsible

Tambia Goodson

Schedule

Triannually, from 9/8/2016 to 5/29/2017

Evidence of Completion

APTT calendar, invitations, agendas/presentations, sign-ins, goal sheets, evaluations

Action Step 2 5

Provide parents with timely communication regarding students' academic achievement, classroom activities to support learning and school events

Person Responsible

Jessica Jelks-Cook

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Progress reports, iReady reports, FSA & Diagnostic data, iStation reports, Parent conference meetings, APTT Conference notes

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administration will continually monitor the APTT focused PLCS. communicate with APTT champion and magnet coordinator and grade level team leaders to ensure timely and effective communication to parents

Person Responsible

Bobbie Brooks

Schedule

Triannually, from 8/8/2016 to 6/1/2017

Evidence of Completion

APTT calendar, agendas, sign-ins, parent conference records, analysis of parent feedback, feedback to teachers and APTT champion; reflection

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Administration will continually observe and monitor the APTT meetings/ planning cycles, as well as school wide parent/ community communications, conference with APTT champion and magnet coordinator to determine if program is impacting student achievement

Person Responsible

Jessica Jelks-Cook

Schedule

Triannually, from 8/15/2016 to 6/1/2017

Evidence of Completion

parent attendance records, student data from classroom (USAs, FSQs, RRR)

G2. If we ensure the academic proficiency of all students, then we will increase the percentage of students considered high school ready as shown in identified leading indicators. 1

🔍 G083786

G2.B11 Limited patent engagement/ parents needing assistance in supporting students' learning at home 2

🔍 B222545

G2.B11.S1 Align new and existing community and parent partnerships to assist school in reaching academic goals. 4

🔍 S234817

Strategy Rationale

This strategy will allow opportunities for parents to engage with their students' academic processes at school. It will also provide parents with valuable tools and information to continue the support of and engagement with the students' education at home to assist the school in reaching our academic goals.

Action Step 1 5

Part time parent liaison will work to build relationship with the community

Person Responsible

Bernadette Beneby

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Time sheet, Agenda and sign in from meetings, training calendar, communication samples

Action Step 2 5

Conduct skills- and strategies- focused parent trainings targeting 3rd- 5th grade parents

Person Responsible

Victoria Parise

Schedule

Triannually, from 8/15/2016 to 5/29/2017

Evidence of Completion

Invitations, agendas, presentations, handouts, sign-in sheets, evaluations, interactive activity samples

Plan to Monitor Fidelity of Implementation of G2.B11.S1 `6`

Administration will review and monitor Family and Community involvement activities

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

Parent Evaluations, sign-in sheets, agendas analyzed; feedback to presenters, reflections

Plan to Monitor Effectiveness of Implementation of G2.B11.S1 `7`

Monitor the progress of students whose parents attend trainings

Person Responsible

Tambia Goodson

Schedule

Triannually, from 1/20/2016 to 6/2/2016

Evidence of Completion

APTT data for students achieving academic goals, Feedback from teachers regarding assistance from partnerships

G2.B12 Lack of time and resources to plan for differentiation as well as using the continuum for learning in conjunction with Reading Running Records to implement effective small group instruction and the balanced literacy instructional model while teaching higher order thinking with the New Florida Standards, limiting effective tracking and use of student data 2

🔑 B222546

G2.B12.S1 Develop the capacity of teachers to provide instructional programming that is customized to the individual strengths, needs, interests and aspirations of each learner 4

🔑 S234818

Strategy Rationale

To promote effective instruction for students

Action Step 1 5

Intermediate reading coach will develop 2nd, 3rd, 4th and 5th grade teachers' understanding of reading standards and provide onsite professional development for effective instructional strategies for reading.

Person Responsible

Nehemie Duval

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Coaching logs and schedule, action plans for teachers; follow-up meeting notes (coach and teachers); PLC agendas, sign-ins and notes showing coach's contributions; PDD agendas, sign-ins, handouts/ presentations

Action Step 2 5

Math coach will provide onsite professional development for effective math and science instruction, assist teachers in analyzing data and targeting instruction based on the data.

Person Responsible

Victoria Parise

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Coaching logs and schedule, action plans for teachers; follow-up meeting notes (coach and teachers); PLC agendas, sign-ins and notes showing coach's contributions; PDD agendas, sign-ins, handouts/ presentations

Action Step 3 [5]

Teachers will be encouraged to attend appropriate professional development trainings (4th and 5th grade reading, math, science) to support professional growth plans

Person Responsible

Jessica Jelks-Cook

Schedule

Semiannually, from 9/12/2016 to 3/16/2017

Evidence of Completion

TDEs, agendas, sub slips from off campus training; sign-ins, presentations/ handouts from on campus trainings

Plan to Monitor Fidelity of Implementation of G2.B12.S1 [6]

Administration will conference with, provide feedback to and reflect with coaches

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Admin team meeting agendas, sign-ins and notes from meetings at which coaching as a teacher support was discussed; reflection template; debriefing notes.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 [7]

Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.

Person Responsible

Nehemie Duval

Schedule

Monthly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.

G2.B13 Students lacking numerical fluency, problem solving skills and solving multi step problems as well as limited time and resources to plan for and execute differentiated small group instruction 2

🔍 B222547

G2.B13.S1 Provide instructional programming that embeds cultural competence, equity and access within the instructional practice and is customized for each learner 4

🔍 S234819

Strategy Rationale

To ensure that every students has an opportunity to receive the support and differentiated/ customized instruction needed to achieve proficiency of standards

Action Step 1 5

The math resource teacher will assist students who score in the lowest 25% and are not able to participate in extended learning opportunities

Person Responsible

Victoria Parise

Schedule

Daily, from 1/17/2017 to 3/16/2017

Evidence of Completion

Resource teacher's schedule, lesson plans, progress monitoring data

Action Step 2 5

After school tutorial support will be provided to students identified as needing reinforcement/ remediation of skills in reading (4th/5th grade) and math (3rd-5th grade).

Person Responsible

Nehemie Duval

Schedule

Daily, from 1/17/2017 to 3/16/2017

Evidence of Completion

Tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule

Action Step 3 `5`

Saturday tutorial program will support students in developing reading (4th-5th) and math (3rd-5th) skills.

Person Responsible

Nehemie Duval

Schedule

Weekly, from 1/14/2017 to 3/11/2017

Evidence of Completion

Saturday tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule

Action Step 4 `5`

Saturday Science Academy will provide 5th grade students with the opportunity to apply classroom learning using a hands-on approach

Person Responsible

Victoria Parise

Schedule

Weekly, from 1/14/2017 to 3/11/2017

Evidence of Completion

Saturday Science Academy schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule

Action Step 5 `5`

Adaptive technology and other technology resources will engage learners through customized lessons that meet students where they are and scaffold learning until mastery is achieved.

Person Responsible

Bobbie Brooks

Schedule

Daily, from 10/3/2016 to 6/1/2017

Evidence of Completion

Usage reports; lesson plans indicating use of technology

Plan to Monitor Fidelity of Implementation of G2.B13.S1 `6`

Administration will monitor, debrief/ reflect with and provide feedback to resource teachers, tutorial administrators and teacher using technology

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 11/9/2016 to 5/29/2017

Evidence of Completion

Admin team meeting agendas, sign-ins and notes from meetings at which academic interventions, technology usage and/ or tutorial programs were discussed, reflection template

Plan to Monitor Effectiveness of Implementation of G2.B13.S1 `7`

Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.

Person Responsible

Nehemie Duval

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.

G2.B14 Student Conduct `2`

🔑 B222548

G2.B14.S1 Implement and promote the Schoolwide Positive Behavior support program and enforce the established student code of conduct using the CHAMPS program `4`

🔑 S234820

Strategy Rationale

Promoting and recognizing positive behaviors of students will result in greater compliance to the student code of conduct. Additionally having a school wide approach and structure to classroom management will provide clearer expectation and greater consistency for positive behaviors

Action Step 1 `5`

The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS) support assembly for students at all grade levels

Person Responsible

April Bullard

Schedule

Semiannually, from 8/28/2015 to 1/29/2016

Evidence of Completion

Code of Conduct Agenda

Action Step 2 `5`

The School Wide Behavior Support team and classroom will implement the GOTCHA program that recognizes and rewards students on a weekly basis for positive behaviors

Person Responsible

April Bullard

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Weekly Gotcha spreadsheets

Action Step 3 `5`

Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 8/11/2015 to 1/29/2016

Evidence of Completion

Agendas for Pre-school, PDD, and Elementary In-service days

Action Step 4 `5`

Administration will review teachers classroom management plans and offer more intense professional development for those struggling with classroom management

Person Responsible

Jessica Jelks-Cook

Schedule

On 1/29/2016

Evidence of Completion

Copies of classroom management plan, Google monitoring sheet, Classroom management PD agendas

Action Step 5 `5`

Administration will create varying levels of consequences for student non compliance

Person Responsible

Bobbie Brooks

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Afterschool Detention slips, Saturday detention sign in sheets, Behavior Intervention forms

Action Step 6 5

The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the SwPBS program.

Person Responsible

April Bullard

Schedule

Monthly, from 10/15/2015 to 5/19/2016

Evidence of Completion

Minutes and Agendas from SwPBS Meetings

Action Step 7 5

The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to allow teacher to give input on the various levels of interventions and consequences for student infractions.

Person Responsible

April Bullard

Schedule

Triannually, from 8/14/2015 to 3/25/2016

Evidence of Completion

Agenda, Major vs Minor document

Action Step 8 5

Administration meeting with grade level team to discuss discipline concerns and hearing suggestions from the teams for solutions

Person Responsible

Bobbie Brooks

Schedule

Monthly, from 10/12/2015 to 5/20/2016

Evidence of Completion

Team Meeting Minutes

Plan to Monitor Fidelity of Implementation of G2.B14.S1 `6`

Administration looking for CHAMPS posters and structures during classroom visits

Person Responsible

Jessica Jelks-Cook

Schedule

Monthly, from 10/16/2014 to 5/12/2016

Evidence of Completion

iObservation, Walkthrough Checklists

Plan to Monitor Fidelity of Implementation of G2.B14.S1 `6`

Review teacher data of those submitting names for the positive behavior program

Person Responsible

Bobbie Brooks

Schedule

Weekly, from 9/20/2015 to 5/29/2016

Evidence of Completion

Weekly data shared on Principal's Page (Weekly bulletin for teachers & staff)

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 `7`

The SwPBS team will review of effectiveness of the SwPBS program at monthly meetings

Person Responsible

April Bullard

Schedule

Monthly, from 10/15/2015 to 5/12/2016

Evidence of Completion

EDW Discipline Dashboard data, Early Warning Systems data, SwPBS pre & post survey

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B14.S1.A1 A302549	The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS)...	Bullard, April	8/28/2015	Code of Conduct Agenda	1/29/2016 semiannually
G2.B14.S1.A3 A302551	Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom...	Brooks, Bobbie	8/11/2015	Agendas for Pre-school, PDD, and Elementary In-service days	1/29/2016 monthly
G2.B14.S1.A4 A302552	Administration will review teachers classroom management plans and offer more intense professional...	Jelks-Cook, Jessica	8/31/2015	Copies of classroom management plan, Google monitoring sheet, Classroom management PD agendas	1/29/2016 one-time
G2.B14.S1.A7 A302555	The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to...	Bullard, April	8/14/2015	Agenda, Major vs Minor document	3/25/2016 triannually
G2.B14.S1.MA1 M307098	The SwPBS team will review of effectiveness of the SwPBS program at monthly meetings	Bullard, April	10/15/2015	EDW Discipline Dashboard data, Early Warning Systems data, SwPBS pre & post survey	5/12/2016 monthly
G2.B14.S1.MA1 M307099	Administration looking for CHAMPS posters and structures during classroom visits	Jelks-Cook, Jessica	10/16/2014	iObservation, Walkthrough Checklists	5/12/2016 monthly
G2.B14.S1.A6 A302554	The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the...	Bullard, April	10/15/2015	Minutes and Agendas from SwPBS Meetings	5/19/2016 monthly
G2.B14.S1.A8 A302556	Administration meeting with grade level team to discuss discipline concerns and hearing suggestions...	Brooks, Bobbie	10/12/2015	Team Meeting Minutes	5/20/2016 monthly
G2.B14.S1.A2 A302550	The School Wide Behavior Support team and classroom will implement the GOTCHA program that...	Bullard, April	9/14/2015	Weekly Gotcha spreadsheets	5/27/2016 weekly
G2.B14.S1.A5 A302553	Administration will create varying levels of consequences for student non compliance	Brooks, Bobbie	9/7/2015	Afterschool Detention slips, Saturday detention sign in sheets, Behavior Intervention forms	5/27/2016 weekly
G2.B14.S1.MA3 M307100	Review teacher data of those submitting names for the positive behavior program	Brooks, Bobbie	9/20/2015	Weekly data shared on Principal's Page (Weekly bulletin for teachers & staff)	5/29/2016 weekly
G2.B11.S1.MA1 M307092	Monitor the progress of students whose parents attend trainings	Goodson, Tambia	1/20/2016	APTT data for students achieving academic goals, Feedback from teachers regarding assistance from partnerships	6/2/2016 triannually
G1.B6.S1.A5 A302489	Saturday tutorial program in the spring will support literacy remediation for 3rd grade students.	Duval, Nehemie	1/14/2017	Saturday tutorial schedule, class rosters, tutoring packets: teacher time sheets, student signins for each day on time sheet and lesson plans for each day on time sheet.	3/11/2017 weekly
G2.B13.S1.A3 A302546	Saturday tutorial program will support students in developing reading (4th-5th) and math (3rd-5th)...	Duval, Nehemie	1/14/2017	Saturday tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule	3/11/2017 weekly
G2.B13.S1.A4 A302547	Saturday Science Academy will provide 5th grade students with the opportunity to apply classroom...	Parise, Victoria	1/14/2017	Saturday Science Academy schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule	3/11/2017 weekly
G1.B6.S1.A4 A302488	After school tutorial program will support 3rd grade students requiring reinforcement or...	Duval, Nehemie	1/17/2017	Tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and	3/16/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				lesson plans for each day on time sheet.	
G2.B12.S1.A3 A302543	Teachers will be encouraged to attend appropriate professional development trainings (4th and 5th...	Jelks-Cook, Jessica	9/12/2016	TDEs, agendas, sub slips from off campus training; sign-ins, presentations/ handouts from on campus trainings	3/16/2017 semiannually
G2.B13.S1.A1 A302544	The math resource teacher will assist students who score in the lowest 25% and are not able to...	Parise, Victoria	1/17/2017	Resource teacher's schedule, lesson plans, progress monitoring data	3/16/2017 daily
G2.B13.S1.A2 A302545	After school tutorial support will be provided to students identified as needing reinforcement/...	Duval, Nehemie	1/17/2017	Tutorial schedule, class rosters, tutoring packets: teacher time sheets, student sign-ins for each day on time sheet and lesson plans for each day on time sheet, invitations, tutorial schedule	3/16/2017 daily
G1.B2.S1.A2 A302484	K-2 teachers will participate in early literacy professional development offerings.	Goodson, Tambia	8/23/2016	Sub-slips, TDE's, agendas from off campus trainings	4/28/2017 triannually
G2.B11.S1.MA1 M307093	Administration will review and monitor Family and Community involvement activities	Brooks, Bobbie	10/3/2016	Parent Evaluations, sign-in sheets, agendas analyzed; feedback to presenters, reflections	5/22/2017 biweekly
G2.MA1 M307101	SBLT will monitor Diagnostic Assessments, Running Reading Records, LLI dta on EDW, iReady data	Brooks, Bobbie	8/29/2016	Reviewing standardized assessments, reading running records, APTT growth data, iObservation data,	5/26/2017 monthly
G1.MA1 M307077	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Brooks, Bobbie	9/6/2016	Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.	5/29/2017 monthly
G1.B2.S1.MA1 M307071	Administration will conduct walk-throughs and formal observations to check for implementation of...	Brooks, Bobbie	9/6/2016	Observation data, student progress monitoring data, teacher survey data	5/29/2017 biweekly
G1.B2.S1.MA1 M307072	Administration will continually reflect on implementation of the coaching cycle and provide...	Brooks, Bobbie	8/26/2016	Debriefing notes, relfecting templates, feedback to employees, action plans, agendas, sign-ins and notes from coaches and leadership team meetings	5/29/2017 biweekly
G1.B6.S1.MA1 M307073	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Duval, Nehemie	9/6/2016	Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.	5/29/2017 monthly
G1.B7.S1.A1 A302490	Continue to implement academic Parent Teacher Teams (APTT) in K-1 and expand implementation to...	Goodson, Tambia	9/8/2016	APTT calendar, invitations, agendas/ presentations, sign-ins, goal sheets, evaluations	5/29/2017 triannually
G2.B11.S1.A2 A302540	Conduct skills- and strategies- focused parent trainings targeting 3rd- 5th grade parents	Parise, Victoria	8/15/2016	Invitations, agendas, presentations, handouts, sign-in sheets, evaluations, interactive activity samples	5/29/2017 triannually
G2.B12.S1.MA1 M307094	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Duval, Nehemie	9/12/2016	Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.	5/29/2017 monthly
G2.B12.S1.MA1 M307095	Administration will conference with, provide feedback to and reflect with coaches	Brooks, Bobbie	9/12/2016	Admin team meeting agendas, sign-ins and notes from meetings at which coaching as a teacher support was discussed; reflection template; debriefing notes.	5/29/2017 biweekly
G2.B12.S1.A1 A302541	Intermediate reading coach will develop 2nd, 3rd, 4th and 5th grade teachers' understanding of...	Duval, Nehemie	8/15/2016	Coaching logs and schedule, action plans for teachers; follow-up meeting notes (coach and teachers); PLC	5/29/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				agendas, sign-ins and notes showing coach's contributions; PDD agendas, sign-ins, handouts/ presentations	
G2.B12.S1.A2 A302542	Math coach will provide onsite professional development for effective math and science instruction,...	Parise, Victoria	8/15/2016	Coaching logs and schedule, action plans for teachers; follow-up meeting notes (coach and teachers); PLC agendas, sign-ins and notes showing coach's contributions; PDD agendas, sign-ins, handouts/ presentations	5/29/2017 weekly
G2.B13.S1.MA1 M307096	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Duval, Nehemie	9/6/2016	Sort RRR data to determine number of students reading on, above and below grade level. Use agenda, notes, sign-ins from PLC and administration data discussion meetings. Calculate and monitor school learning gains reports.	5/29/2017 monthly
G2.B13.S1.MA1 M307097	Administration will monitor, debrief/ reflect with and provide feedback to resource teachers,...	Brooks, Bobbie	11/9/2016	Admin team meeting agendas, sign-ins and notes from meetings at which academic interventions, technology usage and/ or tutorial programs were discussed, reflection template	5/29/2017 biweekly
G1.B6.S1.A1 A302485	Resource teacher will work with small groups of k-2 students who have gaps in reading skills	Goodson, Tambia	9/6/2016	Resource teacher's schedule, LLI and/ or Fundations lesson plans, rosters of students served, progress monitoring documentation	5/31/2017 daily
G1.B6.S1.MA1 M307074	Administration will continually observe and reflect on the use of fundations in the kindergarten...	Jelks-Cook, Jessica	9/6/2016	Review of lesson plans; observations; debriefing with coach and kindergarten teachers; reflections; feedback	6/1/2017 monthly
G1.B6.S1.A3 A302487	Kindergarten teachers will implement the use of Fundations in Kindergarten classes to support oral...	Goodson, Tambia	9/6/2016	Lesson plans reflecting use of Fundations	6/1/2017 daily
G1.B7.S1.MA1 M307075	Administration will continually observe and monitor the APTT meetings/ planning cycles, as well as...	Jelks-Cook, Jessica	8/15/2016	parent attendance records, student data from classroom (USAs, FSQs, RRR)	6/1/2017 triannually
G1.B7.S1.MA1 M307076	Administration will continually monitor the APTT focused PLCS. communicate with APTT champion and...	Brooks, Bobbie	8/8/2016	APTT calendar, agendas, sign-ins, parent conference records, analysis of parent feedback, feedback to teachers and APTT champion; reflection	6/1/2017 triannually
G1.B7.S1.A2 A302491	Provide parents with timely communication regarding students' academic achievement, classroom...	Jelks-Cook, Jessica	8/15/2016	Progress reports, iReady reports, FSA & Diagnostic data, iStation reports, Parent conference meetings, APTT Conference notes	6/1/2017 monthly
G2.B11.S1.A1 A302539	Part time parent liaison will work to build relationship with the community	Beneby, Bernadette	8/15/2016	Time sheet, Agenda and sign in from meetings, training calendar, communication samples	6/1/2017 weekly
G2.B13.S1.A5 A302548	Adaptive technology and other technology resources will engage learners through customized lessons...	Brooks, Bobbie	10/3/2016	Usage reports; lesson plans indicating use of technology	6/1/2017 daily
G1.B2.S1.A1 A302483	Primary grades reading coach will support grades K-2 reading teachers through the implementation of...	Goodson, Tambia	8/9/2016	Coaches logs, action plans developed for teachers, follow-up meeting notes, PLC agendas, sign-ins, notes; lesson plans for lessons modeled; coach's schedule; PDD agendas, sign-ins, presentations	6/2/2017 daily
G1.B6.S1.A2 A302486	Jump Start Summer Tutorial program will provide students not reading on grade level with the...	Thompson, Maureen	6/5/2017	Tutorial packets: Teacher time sheets, student sign in sheets for each day on teacher time sheet, lesson plans for each day teacher tutored.	6/29/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by 3rd grade.

G1.B2 Lack of planning for differentiated instruction and limited implementation of differentiated instruction due to limited understanding of the standards

G1.B2.S1 Provide teachers with ongoing, sustained, job embedded, differentiated professional development.

PD Opportunity 1

Primary grades reading coach will support grades K-2 reading teachers through the implementation of the coaching cycle.

Facilitator

Tambia Mcintosh

Participants

K-2 Reading Teachers

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 2

K-2 teachers will participate in early literacy professional development offerings.

Facilitator

Tambia McIntosh, District Professional Developers

Participants

K-2 Reading Teachers

Schedule

Triannually, from 8/23/2016 to 4/28/2017

G1.B7 Limited parent engagement/parents need tools to support learning at home

G1.B7.S1 Align new and existing community and parent partnerships to assist school in reaching academic goals.

PD Opportunity 1

Continue to implement academic Parent Teacher Teams (APTT) in K-1 and expand implementation to grades Pre-K, 2 and 3

Facilitator

Tambia McIntosh

Participants

Pre k-3 Teachers

Schedule

Triannually, from 9/8/2016 to 5/29/2017

G2. If we ensure the academic proficiency of all students, then we will increase the percentage of students considered high school ready as shown in identified leading indicators.

G2.B14 Student Conduct

G2.B14.S1 Implement and promote the Schoolwide Positive Behavior support program and enforce the established student code of conduct using the CHAMPS program

PD Opportunity 1

Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.

Facilitator

Vicki Gaddy

Participants

All teachers

Schedule

Monthly, from 8/11/2015 to 1/29/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Primary grades reading coach will support grades K-2 reading teachers through the implementation of the coaching cycle.				$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0351 - Westward Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: 0.5 K-2 Reading Coach Tambia McIntosh			
2	G1.B2.S1.A2	K-2 teachers will participate in early literacy professional development offerings.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: PD Subs			
3	G1.B6.S1.A1	Resource teacher will work with small groups of k-2 students who have gaps in reading skills				$33,718.87
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0351 - Westward Elementary School	Title I, Part A	0.5	$33,171.23
			Notes: 0.5 Reading Resource Teacher, Tambia Goodson-McIntosh; salary and benefits			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$547.64
			Notes: LLI materials, chart paper, post-its, foam or magnetic letters, early readers books, laminating film, poster paper, markers, copy paper, ziplock bags, ink/toner, index cards, Reading A-Z			
4	G1.B6.S1.A2	Jump Start Summer Tutorial program will provide students not reading on grade level with the opportunity to engage in targeted reading instruction.				$4,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$4,500.00
			Notes: Teacher Tutors			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$250.00
			Notes: Supplies for jump start tutorial: paper, colored paper, pencils, composition notebooks, chart paper, books			
5	G1.B6.S1.A3	Kindergarten teachers will implement the use of Fundations in Kindergarten classes to support oral language development.				$4,934.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$4,934.00
			Notes: Teacher kits, student durables like magnetic letters, magnetic boards and other magnetics, workbooks, student notebooks			
6	**G1.B6.S1.A4**	**After school tutorial program will support 3rd grade students requiring reinforcement or remediation of literacy skills.**				**$1,416.67**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$1,166.67
			Notes: Teacher Tutors			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$250.00
			Notes: After school 3rd grade reading tutorial supplies: composition books, chart paper, copy paper, markers, post-its, pencils, pens, ink			
7	**G1.B6.S1.A5**	**Saturday tutorial program in the spring will support literacy remediation for 3rd grade students.**				**$983.33**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$833.33
			Notes: Teacher Tutors			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$150.00
			Notes: Saturday 3rd grade reading tutorial supplies: LLI materials, books, notebooks, copy paper, chart paper, post-its, markers, additional reading resources			
8	**G1.B7.S1.A1**	**Continue to implement academic Parent Teacher Teams (APTT) in K-1 and expand implementation to grades Pre-K, 2 and 3**				**$5,186.43**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$3,000.00
			Notes: APTT Champon and teachers			
	6150	750-Other Personal Services	0351 - Westward Elementary School	Title I, Part A		$1,000.00
			Notes: Substitute teachers for parent conference			
	6150	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$1,186.43
			Notes: APTT Supplies - paper, ink, folders, chart paper, chart markers, manipulatives, highlighters, post its, paper clips, staples			
9	**G1.B7.S1.A2**	**Provide parents with timely communication regarding students' academic achievement, classroom activities to support learning and school events**				**$1,400.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$1,400.00
			Notes: Student agendas for K-2			
10	**G2.B11.S1.A1**	**Part time parent liaison will work to build relationship with the community**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: P/T Liaison			
11	**G2.B11.S1.A2**	**Conduct skills- and strategies- focused parent trainings targeting 3rd- 5th grade parents**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$1,000.00
			Notes: Parent training supplies: copy/ chart paper, ink, post its, folders, pens, pencils, highlighters, labels, refreshments			
12	**G2.B12.S1.A1**	**Intermediate reading coach will develop 2nd, 3rd, 4th and 5th grade teachers' understanding of reading standards and provide onsite professional development for effective instructional strategies for reading.**				**$73,654.55**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0351 - Westward Elementary School	Title I, Part A	1.0	$73,154.55
			Notes: Nehemie Duval, Reading Coach 3-5			
	6400	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: PD supplies: chart paper, markers, post-its, folders, paper, ink, binders, dividers,			
13	**G2.B12.S1.A2**	**Math coach will provide onsite professional development for effective math and science instruction, assist teachers in analyzing data and targeting instruction based on the data.**				**$36,577.28**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0351 - Westward Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: Vicotria Parise, Math 3-5			
14	**G2.B12.S1.A3**	**Teachers will be encouraged to attend appropriate professional development trainings (4th and 5th grade reading, math, science) to support professional growth plans**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	6400	750-Other Personal Services	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: PD Subs			
15	**G2.B13.S1.A1**	**The math resource teacher will assist students who score in the lowest 25% and are not able to participate in extended learning opportunities**				**$33,771.23**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0351 - Westward Elementary School	Title I, Part A	0.5	$33,171.23
			Notes: Victoria Parise, Math 3-5			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$600.00
			Notes: Math resource supplies: manipulatives, supplemental curricular workbooks like Ready Florida, paper, composition books, folders			
16	**G2.B13.S1.A2**	**After school tutorial support will be provided to students identified as needing reinforcement/ remediation of skills in reading (4th/5th grade) and math (3rd-5th grade).**				**$6,333.34**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$5,833.34
			Notes: Teacher Tutors			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: Supplies for after school tutorial: paper, chart paper, markers, post its, manipulatives, Ready books, pens, pencils			
17	**G2.B13.S1.A3**	**Saturday tutorial program will support students in developing reading (4th-5th) and math (3rd-5th) skills.**				**$4,666.67**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$4,166.67
			Notes: Teacher Tutors			
	5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$500.00
			Notes: Supplies for Saturday tutorial: Ready consumables, paper, ink, chart paper, composition books, folders, pens pencils			
18	**G2.B13.S1.A4**	**Saturday Science Academy will provide 5th grade students with the opportunity to apply classroom learning using a hands-on approach**				**$1,700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0351 - Westward Elementary School	Title I, Part A		$1,200.00
			Notes: Teacher tutors			

		5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$500.00
				Notes: Supplies for Saturday Science Academy: materials for experiments - depending on lesson plans, paper, ink			
19	G2.B13.S1.A5		Adaptive technology and other technology resources will engage learners through customized lessons that meet students where they are and scaffold learning until mastery is achieved.				$1,250.00
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		5100	690-Computer Software	0351 - Westward Elementary School	Title I, Part A		$750.00
				Notes: Vouchers for iPad apps			
		5100	510-Supplies	0351 - Westward Elementary School	Title I, Part A		$500.00
				Notes: Headphones or earbuds			
20	G2.B14.S1.A1	The Guidance Counselor and Administration will conduct a School Wide Positive Behavior (SwPBS) support assembly for students at all grade levels					$0.00
21	G2.B14.S1.A2	The School Wide Behavior Support team and classroom will implement the GOTCHA program that recognizes and rewards students on a weekly basis for positive behaviors					$0.00
22	G2.B14.S1.A3	Safe Schools coach provide ongoing professional development on implementing CHAMPS classroom management program.					$0.00
23	G2.B14.S1.A4	Administration will review teachers classroom management plans and offer more intense professional development for those struggling with classroom management					$0.00
24	G2.B14.S1.A5	Administration will create varying levels of consequences for student non compliance					$0.00
25	G2.B14.S1.A6	The SwPBS team will meet monthly to review discipline data and and review the effectiveness of the SwPBS program.					$0.00
26	G2.B14.S1.A7	The SwPBS team will conduct periodic meetings with staff to review the Major vs Minors rubric to allow teacher to give input on the various levels of interventions and consequences for student infractions.					$0.00
27	G2.B14.S1.A8	Administration meeting with grade level team to discuss discipline concerns and hearing suggestions from the teams for solutions					$0.00
						Total:	$249,419.65