The School District of Palm Beach County

Westward Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	D

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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Westward Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 students who strive to become active citizens of their global community. The responsibility for the development of each child is shared by the home, school, and community.

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 Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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.

As part of the School-wide Positive Behavior Support System to address academics, behavior and climate, the school will share during the first weeks of school the School-wide behavioral expectation Matrix, the Universal Attention signal, and Universal guidelines that will shape the culture of the school to provide a safe and respectful environment.

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 is introduced and taught the first week of school in all classrooms. A school-wide SwPBS Assembly is conducted twice a year ensure students are aware of school expectations.

• Teachers are provided CHAMPS classroom behavior training in scheduled Professional Learning Communities (PLCs) to address classroom challenges and develop daily procedures to alleviate behavior concerns.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	21	15	12	17	13	15	0	0	0	0	0	0	0	93
One or more suspensions	3	9	12	21	17	15	0	0	0	0	0	0	0	77
Course failure in ELA or Math	24	41	35	76	61	70	0	0	0	0	0	0	0	307
Level 1 on statewide assessment	0	0	0	52	34	54	0	0	0	0	0	0	0	140
Level 1 on statewide Math Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	8	13	15	52	40	59	0	0	0	0	0	0	0	187

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 - During the School Day (Double Down)
• SBT
• Guidance Counselor referrals and conferences
• Student/ Teacher Data Chats
• Teacher/ Administrator Data Chats
• Community Resources (i.e. Parent Child Center, Multicultural Department)
Volunteers working with K-2 students

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/454094.

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

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
Fagan, Pauline	Teacher, K-12
Duval, Nehemie	Instructional Coach
Goodson, Tambia	Instructional Coach
Jelks-Cook, Jessica	Assistant Principal
Kelly, Kendrah	Other
Woodard, Kim	Other
Segall, Judith	Teacher, K-12

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

Kendrah Kelly - Single School Culture Coordinator: Facilitates Professional Learning Communities (PLCs) and oversees School-wide Positive Behavior Support (SwPBS) Initiatives and training on campus.

Nehemie Duval - Instruction Support for Literacy (Coach): Provides instructional support for Literacy for grades 2-5

Tambia McIntosh - Instructional Support for Literacy: Provides instructional support for literacy for

grades PreK-1

Judith Segall - Leveled Literacy Interventionist: , 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 Bullard - Guidance Counselor: School Based Team Leader

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

Pauline Fagan - ESOL Contact: Oversees the ESOL program

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 Rtl 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
Kendrah Kelly-Ingraham	Teacher
Colleen Baker	Parent
Shivon Wilder	Parent
Micherline Telegrand	Business/Community
Perla Lipczenko	Education Support Employee
Nichole Wilder	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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
	Teacher, K-12
Goodson, Tambia	Instructional Coach
Duval, Nehemie	Instructional Coach
Brooks, Bobbie	Principal
Jelks-Cook, Jessica	Assistant Principal
Kelly, Kendrah	Other
Segall, Judith	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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: Weekend 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Westward offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Westward Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

Providing home learning activities to families to help them prepare children for kindergarten entry

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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

🔍 G094948

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	70.0
FSA ELA Achievement - Grade 3	49.0
FSA ELA Achievement	47.0
Literacy Rate - Grade 2	45.0
Literacy Rate - Grade 1	42.0
Literacy Rate - Kindergarten	40.0
FSA Mathematics Achievement	61.0
Statewide Science Assessment Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at productively planning for standards based instruction which prevents us from delivering effective instruction to meet the various needs of our students.

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 9/11/2017 to 5/25/2018

Evidence of Completion
Use iReady data to determine the 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.

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

🔍 G094948

G1.B8 We have a challenge at productively planning for standards based instruction which prevents us from delivering effective instruction to meet the various needs of our students. 2

🔍 B255483

G1.B8.S1 Provide teachers with ongoing, sustained, job embedded, differentiated professional development. 4

🔍 S269989

Strategy Rationale

To promote effective instruction for students

Action Step 1 5

Provide coaching and programming support for our Voluntary Pre-Kindergarten (VPK) Program to ensure that our students are developing early literacy and math skills in a structured setting

Person Responsible

Bernadette Beneby

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Pre-K data, Coaching schedule, Testing of Pre-K students

Action Step 2 5

Primary grades reading coach will support grades Pre -K-1 teachers through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.

Person Responsible

Tambia Goodson

Schedule

Daily, from 8/7/2017 to 6/4/2018

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 3 5

The Intermediate Reading coach will support Reading teachers in grades 2-5 through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.

Person Responsible

Nehemie Duval

Schedule

Daily, from 8/7/2017 to 6/4/2018

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 4 5

The Math/Science coach will support grades K-5 through the implementation of the coaching cycle and teachers will participate in Math & Science professional development offerings to develop teachers effectiveness in standards-based instruction.

Person Responsible

Victoria Parise

Schedule

Daily, from 8/7/2017 to 6/4/2018

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 5　5

Professional Learning Communities will be scheduled for daily planning, reflection, data analysis, and collaboration to develop standards-based planning and instruction

Person Responsible

Kendrah Kelly

Schedule

On 5/25/2018

Evidence of Completion

PLC meeting Agendas & notes

Action Step 6　5

Teachers will participate in walkthroughs of other teacher's classes providing feedback on identified problems of practice to promote teacher collaboration and peer to peer coaching for enhancing instructional practices.

Person Responsible

Kendrah Kelly

Schedule

Triannually, from 11/1/2017 to 4/28/2018

Evidence of Completion

Problems of Practice feedback sheets, Walkthrough schedules, PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B8.S1　6

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

Person Responsible

Bobbie Brooks

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

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.B8.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 9/22/2017 to 5/25/2018

Evidence of Completion

Observation data, student progress monitoring data, teacher survey data

G1.B8.S2 Provide students with a personalized learning opportunities to meet their specific needs. 4

🔑 S269990

Strategy Rationale

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

Action Step 1 5

Coaches and Resource teachers will work small groups of Pre-K-5 students who have gaps in Reading and Math skills

Person Responsible

Kendrah Kelly

Schedule

Daily, from 10/9/2017 to 4/27/2018

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 in the primary grades with the opportunity to engage in targeted reading instruction.

Person Responsible

Tambia Goodson

Schedule

Daily, from 6/11/2018 to 6/29/2018

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 and First-grade teachers will implement the use of Fundations in their classes to support development of phonics and oral language development.

Person Responsible

Tambia Goodson

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans reflecting use of Fundations

Action Step 4 `5`

During school tutorial will take place from Temp Tutors who will provide small group guided reading instruction to targeted students to develop literacy skills

Person Responsible

Nehemie Duval

Schedule

Daily, from 9/25/2017 to 5/11/2018

Evidence of Completion

Temp Tutor schedules, class rosters, tutoring packets: teacher time sheets, Temp tutor sign-in sheets

Action Step 5 `5`

Saturday tutorial program in the spring will support Literacy, Math, and Science remediation for students who are close to proficiency or recently dropped from proficiency.

Person Responsible

Nehemie Duval

Schedule

Weekly, from 1/27/2018 to 4/14/2018

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.B8.S2 `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 8/28/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 `7`

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

Person Responsible

Nehemie Duval

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Use iReady to determine the 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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B8.S2.A5 🔑 A361098	Saturday tutorial program in the spring will support Literacy, Math, and Science remediation for...	Duval, Nehemie	1/27/2018	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.	4/14/2018 weekly
G1.B8.S2.A1 🔑 A361094	Coaches and Resource teachers will work small groups of Pre-K-5 students who have gaps in Reading...	Kelly, Kendrah	10/9/2017	Resource teacher's schedule, LLI and/ or Fundations lesson plans, rosters of students served, progress monitoring documentation	4/27/2018 daily
G1.B8.S1.A6 🔑 A361093	Teachers will participate in walkthroughs of other teacher's classes providing feedback on...	Kelly, Kendrah	11/1/2017	Problems of Practice feedback sheets, Walkthrough schedules, PLC minutes	4/28/2018 triannually
G1.B8.S2.A4 🔑 A361097	During school tutorial will take place from Temp Tutors who will provide small group guided reading...	Duval, Nehemie	9/25/2017	Temp Tutor schedules, class rosters, tutoring packets: teacher time sheets, Temp tutor sign-in sheets	5/11/2018 daily
G1.MA1 🔑 M385784	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Brooks, Bobbie	9/11/2017	Use iReady data to determine the 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.	5/25/2018 monthly
G1.B8.S1.MA1 🔑 M385771	Administration will conduct walk-throughs and formal observations to check for implementation of...	Brooks, Bobbie	9/22/2017	Observation data, student progress monitoring data, teacher survey data	5/25/2018 biweekly
G1.B8.S1.MA1 🔑 M385772	Administration will continually reflect on implementation of the coaching cycle and provide...	Brooks, Bobbie	8/28/2017	Debriefing notes, relfecting templates, feedback to employees, action plans, agendas, sign-ins and notes from coaches and leadership team meetings	5/25/2018 biweekly
G1.B8.S1.A5 🔑 A361092	Professional Learning Communities will be scheduled for daily planning, reflection, data analysis,...	Kelly, Kendrah	8/22/2017	PLC meeting Agendas & notes	5/25/2018 one-time
G1.B8.S2.MA1 🔑 M385773	Administration will monitor iReady, RRR, FSQ, and USA data to determine progress toward our goal.	Duval, Nehemie	8/28/2017	Use iReady to determine the 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.	5/25/2018 monthly
G1.B8.S2.MA1 🔑 M385774	Administration will continually observe and reflect on the use of fundations in the kindergarten...	Jelks-Cook, Jessica	8/28/2017	Review of lesson plans; observations; debriefing with coach and kindergarten teachers; reflections; feedback	5/25/2018 monthly
G1.B8.S1.A1 🔑 A361088	Provide coaching and programming support for our Voluntary Pre-Kindergarten (VPK) Program to ensure...	Beneby, Bernadette	8/14/2017	Pre-K data, Coaching schedule, Testing of Pre-K students	6/1/2018 daily
G1.B8.S2.A3 🔑 A361096	Kindergarten and First-grade teachers will implement the use of Fundations in their classes to...	Goodson, Tambia	8/28/2017	Lesson plans reflecting use of Fundations	6/1/2018 daily
G1.B8.S1.A2 🔑 A361089	Primary grades reading coach will support grades Pre -K-1 teachers through the implementation of...	Goodson, Tambia	8/7/2017	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	6/4/2018 daily
G1.B8.S1.A3 🔑 A361090	The Intermediate Reading coach will support Reading teachers in grades 2-5 through the...	Duval, Nehemie	8/7/2017	Coaches logs, action plans developed for teachers, follow-up meeting notes, PLC agendas, sign-ins, notes; lesson	6/4/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				plans for lessons modeled; coach's schedule; PDD agendas, sign-ins, presentations	
G1.B8.S1.A4 🔑 A361091	The Math/Science coach will support grades K-5 through the implementation of the coaching cycle and...	Parise, Victoria	8/7/2017	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	6/4/2018 daily
G1.B8.S2.A2 🔑 A361095	Jump Start Summer Tutorial program will provide students not reading on grade level in the primary...	Goodson, Tambia	6/11/2018	Tutorial packets: Teacher time sheets, student sign in sheets for each day on teacher time sheet, lesson plans for each day teacher tutored.	6/29/2018 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.B8 We have a challenge at productively planning for standards based instruction which prevents us from delivering effective instruction to meet the various needs of our students.

G1.B8.S1 Provide teachers with ongoing, sustained, job embedded, differentiated professional development.

PD Opportunity 1

Provide coaching and programming support for our Voluntary Pre-Kindergarten (VPK) Program to ensure that our students are developing early literacy and math skills in a structured setting

Facilitator

Bernadette Beneby-Coleman

Participants

Pre-K Teachers and Early Childhood Professionals (ECPs)

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Primary grades reading coach will support grades Pre -K-1 teachers through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.

Facilitator

Tambia Mcintosh

Participants

Pre K-1 Teachers

Schedule

Daily, from 8/7/2017 to 6/4/2018

PD Opportunity 3

The Intermediate Reading coach will support Reading teachers in grades 2-5 through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.

Facilitator

Nehemie Duval

Participants

Grades 2-5 Reading Teachers

Schedule

Daily, from 8/7/2017 to 6/4/2018

PD Opportunity 4

The Math/Science coach will support grades K-5 through the implementation of the coaching cycle and teachers will participate in Math & Science professional development offerings to develop teachers effectiveness in standards-based instruction.

Facilitator

Victoria Parise

Participants

Grades K-5 teachers

Schedule

Daily, from 8/7/2017 to 6/4/2018

PD Opportunity 5

Professional Learning Communities will be scheduled for daily planning, reflection, data analysis, and collaboration to develop standards-based planning and instruction

Facilitator

Kendrah Kelly-Ingraham

Participants

K-5 teachers

Schedule

On 5/25/2018

PD Opportunity 6

Teachers will participate in walkthroughs of other teacher's classes providing feedback on identified problems of practice to promote teacher collaboration and peer to peer coaching for enhancing instructional practices.

Facilitator

Kendrah Kelly

Participants

Grades PreK-5 teachers

Schedule

Triannually, from 11/1/2017 to 4/28/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	Provide coaching and programming support for our Voluntary Pre-Kindergarten (VPK) Program to ensure that our students are developing early literacy and math skills in a structured setting	$0.00
2	G1.B8.S1.A2	Primary grades reading coach will support grades Pre -K-1 teachers through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.	$0.00
3	G1.B8.S1.A3	The Intermediate Reading coach will support Reading teachers in grades 2-5 through the implementation of the coaching cycle and teachers will participate in early literacy professional development offerings to develop teachers effectiveness in standards-based reading instruction.	$0.00
4	G1.B8.S1.A4	The Math/Science coach will support grades K-5 through the implementation of the coaching cycle and teachers will participate in Math & Science professional development offerings to develop teachers effectiveness in standards-based instruction.	$0.00
5	G1.B8.S1.A5	Professional Learning Communities will be scheduled for daily planning, reflection, data analysis, and collaboration to develop standards-based planning and instruction	$0.00
6	G1.B8.S1.A6	Teachers will participate in walkthroughs of other teacher's classes providing feedback on identified problems of practice to promote teacher collaboration and peer to peer coaching for enhancing instructional practices.	$0.00
7	G1.B8.S2.A1	Coaches and Resource teachers will work small groups of Pre-K-5 students who have gaps in Reading and Math skills	$0.00
8	G1.B8.S2.A2	Jump Start Summer Tutorial program will provide students not reading on grade level in the primary grades with the opportunity to engage in targeted reading instruction.	$0.00
9	G1.B8.S2.A3	Kindergarten and First-grade teachers will implement the use of Fundations in their classes to support development of phonics and oral language development.	$0.00
10	G1.B8.S2.A4	During school tutorial will take place from Temp Tutors who will provide small group guided reading instruction to targeted students to develop literacy skills	$0.00
11	G1.B8.S2.A5	Saturday tutorial program in the spring will support Literacy, Math, and Science remediation for students who are close to proficiency or recently dropped from proficiency.	$0.00
		Total:	$0.00