



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Westward Elementary School**  
1101 GOLF AVE  
West Palm Beach, FL 33401  
561-653-5200  
[www.edline.net/pages/westward\\_elementary](http://www.edline.net/pages/westward_elementary)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>17</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>28</b>
<b>Part III: Coordination and Integration</b>	<b>47</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>48</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>57</b>

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Westward Elementary School

##### Principal

Bobbie Brooks

##### School Advisory Council chair

Roy McGriff

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bobbie Brooks	Principal
KaShamba Miller	Assistant Principal
Traci Boysaw	Math Coach
Michelle Harrison-Williams	Literacy Coach
Bernadette Beneby	Magnet Coordinator
Kim Hall	ESE Contact
Pauline Nembhart - Dunkley	ESOL Contact

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Our SAC is comprised of instructional staff, parents, and community/business partners. All members, except principal and business partners are voted in position by their peers. The chair of our SAC is Mr. Roy McGriff a fifth grade teacher and grade chair. Our secretary is a parent named Giya Wilbourn who is also a former student of the school. Additional staff members that are a part of the team are Mr. Bobbie Brooks - the principal and Ms. April Lowery - the guidance counselor. Parents consist of Katari Jackson - Pearson, Derevia Sherrod, Arnetra Jackson, Rev. Jeffery Whitmore, Kecia Phipps, DeCarla Cooper, and Cynthia Allen. Mrs. Shryl King was voted in as our Non-Instructional staff member on October 15. Finally we have Pitts Daycare represented by Travis L. Pitts Sr. as our business partner.

#### Involvement of the SAC in the development of the SIP

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.

**Activities of the SAC for the upcoming school year**

The SAC committee will monitor the and approve any recommended updates to the school improvement plan. The committee will vote on the recommendations and requests for using school improvement funds. The committee will also participate and support parent trainings that take place through out the year.

**Projected use of school improvement funds, including the amount allocated to each project**

School Improvement funds will be utilized to support initiatives to promote school safety and increased academic achievement for students.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Bobbie Brooks**

Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

Bachelors of Science: Mathematics; Masters of Science: Educational Leadership (All Levels); Middle Grades Endorsement; Secondary Mathematics; School Principal (All Levels)

**Performance Record**

FY13 Principal of Westward Elementary; Grade C; Reading Mastery 39%; Math Mastery 42%; Writing Mastery 76%; Science Mastery 34%; Reading Gains 58%; Math Gains 78%; Lowest 25% Reading Gains 53%; Lowest 25% Math Gains 68%.  
 FY12 - Assistant Principal of Dr. Mary McLeod Bethune Elementary; Grade C Reading Mastery (31%), Math Mastery (41%), Writing Mastery (70%), Science Mastery (19%), Reading Gains (57%) Math Gains (64%), Lowest 25% Reading gains (72%) Lowest 25% Math Gains (69%)  
 FY11 - Assistant Principal of Dr. Mary McLeod Bethune Elementary; Grade D Reading Mastery 46%, Math Mastery 56, Writing Mastery 97%, Science Mastery 14%, AYP Not Met; Reading (49%) Math (49%), Learning gains lowest 25% Reading; 56% Math 58%



**KaShamba Miller**

Asst Principal

Years as Administrator: 6

Years at Current School: 8

**Credentials**

Bachelors of Science: Education; Masters of Science: Educational Leadership (All Levels); Elementary Grades 1-6; Prekindergarten/ Primary Education, (age 3 - Grade 3); School Principal (All Levels); VPK Directors Credential

**Performance Record**

FY13 Grade C; Reading Mastery 39%; Math Mastery 42%; Writing Mastery 76%; Science Mastery 34%; Reading Gains 58%; Math Gains 78%; Lowest 25% Reading Gains 53%; Lowest 25% Math Gains 68%.  
 FY12 Grade C; Reading Mastery 43%; Math Mastery 33%; Writing Mastery 72%; Science Mastery 34%; Reading Gains 67%; Math Gains 46%; Lowest 25% Reading Gains 76%; Lowest 25% Math Gains 60%  
 FY11 Grade C, reading mastery 59%, learning gains 60%, lowest 25% learning gains 50%, Math mastery 62%, learning gains 58%, science mastery 38%. None of our sub groups met AYP criteria in reading  
 FY10 Grade C, reading mastery 62%, learning gains 65%, lowest 25% learning gains 61%, None of our sub groups met AYP criteria in reading  
 FY09 School Grade A, Reading mastery 66%, Math mastery 66%, Writing mastery 90%, Science mastery 48%, Black and SWD did not make AYP in math  
 FY08 School Grade A, Reading mastery 61%, Math mastery 67%, Writing mastery 94%, Science mastery 24%, All subgroups met AYP criteria

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Traci Boysaw</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Masters in Ed Leadership Barry University Bachelors of Art in Mass Communications Clark Atlanta University Early Childhood PreK -3 Ed. Leadership K-12	
<b>Performance Record</b>	In Mrs. Bosyaw's first year as the Math Coach the school increased in all area pertaining to Mathematics showing an overall increase of 48pts compared to the previous year.	

<b>Michelle Harrison-Williams</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Specialist in Educational Leadership Florida Atlantic University Masters in Communication Disorders Florida Atlantic University Bachelors of Science in English Tuskegee University K-6 Elementary Education	
<b>Performance Record</b>	This is Mrs. Harrison-Williams first year serving Palm Beach County as a reading coach. Mrs. Harrison- Williams helped a school achieve AYP during the FY 2009 school year. She also assisted a school move from a "C" rating to an "A" rating during the FY 2013 school year.	

**Classroom Teachers**

<b># of classroom teachers</b>	53
<b># receiving effective rating or higher</b>	53, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	53, 100%
<b># ESOL endorsed</b>	27, 51%

**# reading endorsed**

4, 8%

**# with advanced degrees**

11, 21%

**# National Board Certified**

1, 2%

**# first-year teachers**

4, 8%

**# with 1-5 years of experience**

24, 45%

**# with 6-14 years of experience**

18, 34%

**# with 15 or more years of experience**

7, 13%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

\* 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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 SY14 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
- strengths 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Teachers were given an overview of the MTSS process during preschool. This included the requirements, expectations, and necessary documents and reports that needed to be utilized. Additionally the second week of school mock SBT meetings will be held with individual teachers to go through the process on an individual level allowing more time for individual questions to be answered. Once SBT meetings are scheduled teachers will be given a notice prior to the meeting and what documentation needs to be provided. At the SBT meeting directions and follow up procedures will be given to the team members of the meeting along with the due dates. Coaches and administration will be present at the meeting to provide additional strategies that may be implemented as needed.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)

- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K - 5 Literacy Assessment System
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school based RtI/Inclusion Facilitator will provide in service to the faculty on designated professional development days (PDD). These in service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data based decision making to drive instruction
- progress monitoring
- selection and availability of research based interventions
- tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed

RTI is conducted and implemented via discussion at School Based Team (SBT). Members of SBT are responsible for implementing and/or gathering data through the RTI process.

Classroom and Resource Teachers- Tier II RTI

Reading specialist are trained in a variety of research based programs—tier III RTI

RTI specialist---assist teachers with implementing RTI effectively in classroom---implement RTI Tier II & III

School psychologist—use gathered data to chart and graph progress and accommodate testing

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,200

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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 FASST Math and V Math Live.

**Who is responsible for monitoring implementation of this strategy?**

The Reading & Math coaches will give direction and guidance for the benchmarks that need to be covered along with guiding the lesson planning. Administration will monitor teacher implementation of the plans and a lead teacher may be assigned to oversee the program.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,200

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The Reading & Math coaches will give direction and guidance for the benchmarks that need to be covered along with guiding the lesson planning. Administration will monitor teacher implementation of the plans and a lead teacher may be assigned to oversee the program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Bobbie Brooks	Principal
Kashamba Miller	Assistant Principal

Name	Title
Michelle Harrison - Williams	Reading Coach
Maureen Thompson	SAI Teacher
Yvette Bullard	Reading Resource
Andrew Stoupas	Intermediate Teacher
Tambia McIntosh	Reading Resource

### How the school-based LLT functions

Meet once a month to review 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 instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be addressed through in school enrichment or extended learning opportunities.

### Major initiatives of the LLT

Implementation of the districts new balanced literacy program and more effective use of Fountas & Pinnel's Continuum for small group instruction. Additionally there will be a focus to identify and provide interventions for struggling readers in the primary grades.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers across grade levels and content areas collaborate during professional development meetings to identify instructional strategies and practices that would benefit all readers. Identified instructional strategies and practices are monitored by administrative balanced literacy walkthroughs, lesson plan reviews, and scheduled data chats with the instructional staff and students. All stakeholders will evaluate classroom progress monitoring charts, reading assessments, and instructional practices throughout the year.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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), which includes information about our kindergarten program and literature on how to prepare their child for the upcoming school year.

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

Implement a staggered start schedule during the first week of school.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	39%	No	53%
American Indian				
Asian				
Black/African American	48%	38%	No	53%
Hispanic	50%	47%	No	55%
White				
English language learners	37%	32%	No	43%
Students with disabilities	23%	13%	No	30%
Economically disadvantaged	46%	38%	No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	20%	26%
Students scoring at or above Achievement Level 4	60	19%	24%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	184	58%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	32	53%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	51	52%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	66	56%	61%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	16%	40%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	76%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	43%	No	51%
American Indian				
Asian				
Black/African American	46%	43%	No	51%
Hispanic	42%	63%	No	48%
White				
English language learners	43%	38%	No	48%
Students with disabilities	27%	20%	No	34%
Economically disadvantaged	43%	42%	No	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	24%	29%
Students scoring at or above Achievement Level 4	60	18%	22%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	248	78%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	68%	80%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	19%	28%
Students scoring at or above Achievement Level 4	12	13%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	120	20%	25%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	33	4%	3%
Students who are not proficient in reading by third grade	95	68%	58%
Students who receive two or more behavior referrals	62	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	71	9%	8%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

We would like to increase of parent participation/involvement by utilizing the student agenda books as a means for communication. Another important factor would involve a continuous review of the compact and policy plan along with the parent survey to ensure we are meeting the needs of the parents. To increase student achievement, it is important to arm parents with strategies to effectively assist their child while at home, so including parent workshops as a target would be paramount.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents/Teachers will use the student agenda books as a tool for communicating with each other.	500	70%	91%
Parents will review the compact and policy plan along with the parent survey results at the Title 1 annual parent meeting on Oct. 22, 2013.	385	55%	72%
FCAT Parent Training Night to review and discuss curriculum standards and evaluate the implementation of our school-wide plan on November 5, 2013 for Math	200	57%	74%

**Area 10: Additional Targets**

**Additional targets for the school**

Teachers 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

Westward Elementary will demonstrate the importance of transdisciplinary and disciplinary inquiry in the Primary Years Programme and to increase global learning.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Students in grades K-5 as teachers follow the district curriculum	650	100%	100%
Implement the IB Programme with fidelity in grades K-5	330	50%	85%

## Goals Summary

- G1.** The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.
- G2.** The goal is to increase proficiency in the area of Mathematics by at least 10% for all grade levels.
- G3.** To increase overall learning gains in Mathematics by a minimum of 7%
- G4.** To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.
- G5.** The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.
- G6.** To increase proficiency in the area of Science on the FY 14 FCAT 2.0 by a minimum of 11%.
- G7.** To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.
- G8.** The goal is to increase 5% gain in all categories of the Comprehensive English Language Learners Assessment (CELLA) . test Listening/Speaking, Reading and Writing.
- G9.** To increase the percentage of parents participating in school activities by 30% during the FY14 school year.

## Goals Detail

**G1.** The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

### Resources Available to Support the Goal

- K-5 Balanced Literacy Resource Teachers District, Literacy Coach, Area Specialists, Balanced Literacy instructional resources.

### Targeted Barriers to Achieving the Goal

- Effective implementation of the balanced literacy program by instructional staff.

## Plan to Monitor Progress Toward the Goal

Evaluation of formal student assessments and reading running records.

### Person or Persons Responsible

School Based Administration

### Target Dates or Schedule:

On going

### Evidence of Completion:

End of the year assessments

**G2.** The goal is to increase proficiency in the area of Mathematics by at least 10% for all grade levels.

### Targets Supported

### Resources Available to Support the Goal

- Go Math Common Core and Go Math NGSSS
- Math Coach
- Area Math Specialist
- FASTT Math
- Study Isalnd
- Gizmos
- V-Math Live
- Area 4 Resource Page

### Targeted Barriers to Achieving the Goal

- The implementation of the blended curriculum (CCSS & NGSSS) may prove to be a challenge for the teachers.

## Plan to Monitor Progress Toward the Goal

Focus Calendars and Unit Assessment results

### Person or Persons Responsible

Math Coach Principal

### Target Dates or Schedule:

Weekly through LTM or Collaborative Planning

### Evidence of Completion:

Unit Assessments

**G3. To increase overall learning gains in Mathematics by a minimum of 7%**

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Common Core and Go Math NGSSS
- Math Coach
- Think Central
- FASTT Math
- Study Island
- Gizmos
- V-Math Live

**Targeted Barriers to Achieving the Goal**

- Students have limited skills with problem solving strategies

**Plan to Monitor Progress Toward the Goal**

Assessment data will be collected and analyzed in weekly Learning Team Meetings

**Person or Persons Responsible**

Learning Team Facillitator, Math Coach, Administration

**Target Dates or Schedule:**

Ongoing through Learning Team Meetings and Collaborative Planning

**Evidence of Completion:**

Minutes of LTM, Data Analysis Charts

**G4. To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.**

**Targets Supported**

**Resources Available to Support the Goal**

- FASTT Math
- V-Math Live

**Targeted Barriers to Achieving the Goal**

- Students lack of fluency and automaticity with basic math facts and this can hinder progress with developing higher order math skills



### Plan to Monitor Progress Toward the Goal

Unit Assessments and Diagnostic will be used to monitor progress towards goal

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Meeting Minutes and Assessment results

**G5.** The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Lucy Calkins/Writer's workshop in conjunction with District Area 4 resources for tested writing.
- The focus of the writer's workshop is to teach students how to develop and rethink ideas.
- The resources for the tested writing genre are to provide structure and focus to student writing based on a given prompt.

**Targeted Barriers to Achieving the Goal**

- Having five out of the seven teachers who are new to the tested writing genre in 4th grade.

### Plan to Monitor Progress Toward the Goal

Monitoring of students progress and double scoring of writing samples

**Person or Persons Responsible**

Teachers, Topscore Writing Consultant, Area 4 Writing Specialist and Administration.

**Target Dates or Schedule:**

Ongoing for Palm Beach Writes #1-4

**Evidence of Completion:**

Writing assessments/test scores

**G6. To increase proficiency in the area of Science on the FY 14 FCAT 2.0 by a minimum of 11%.**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Gizmos (interactive computer software)
- Science materials for science lab sessions

**Targeted Barriers to Achieving the Goal**

- Students have limited exposure to inquiry/ based learning in science.
- Implementing the science lessons with fidelity.

**Plan to Monitor Progress Toward the Goal**

Common assessments will be uploaded and monitored via Google Drive.

**Person or Persons Responsible**

School based administrators and teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Administered common assessments; data analysis reports

**G7. To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.**

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- IB website/Online Curriculum Center, Magnet Coordinator, PYP Lead Teachers, Making the PYP Happen In the Classroom book, IB materials

**Targeted Barriers to Achieving the Goal**

- Teachers not fully understanding how to infuse the IB attitudes, learner profiles, and IB standards into the learning process.

**Plan to Monitor Progress Toward the Goal**

Reviewing student performance data collected and recorded and using these data to make needed adjustments in instructions

**Person or Persons Responsible**

Principal, Assistant Principal, Magnet Coordinator, Choice Schools

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Conferencing with teacher and students

**G8.** The goal is to increase 5% gain in all categories of the Comprehensive English Language Learners Assessment (CELLA) . test Listening/Speaking, Reading and Writing.

**Targets Supported**

**Resources Available to Support the Goal**

- Use of Marzano strategies, (reinforce and model Marzano strategies). Common Core Instructional strategies. Additional Community Language Facilitators support, to ensure individualized instruction Utilizing Guided Reading materials Lucy Caulkins writing materials

**Targeted Barriers to Achieving the Goal**

- Difficulty transferring native language skills in English.

**Plan to Monitor Progress Toward the Goal**

Evaluation of formal assessments and reading running record

**Person or Persons Responsible**

ESOL District Compliance, Teachers, Principal and Assistant Principal

**Target Dates or Schedule:**

Ongoing through LTM meetings team collaboration meeting

**Evidence of Completion:**

Every six weeks

**G9.** To increase the percentage of parents participating in school activities by 30% during the FY14 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Student agenda books, parents, students and school personnel
- Parental workshops, Title I Parent Involvement allocation, parents and school personnel
- Compact & Policy Plan, Parent Survey, parents and school personnel

**Targeted Barriers to Achieving the Goal**

- Scheduling activities during a time that is convenient for all stakeholders

**Plan to Monitor Progress Toward the Goal**

Conduct an analysis on those attending the meetings. Are they repeat parents? Are we reaching different parents each time?

**Person or Persons Responsible**

Administration, Parent Liaison and SAC/PTO

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Parent workshop sign-in sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.

**G1.B1** Effective implementation of the balanced literacy program by instructional staff.

**G1.B1.S1** Implement a structured balanced literacy approach for reading instruction 90 minutes daily.

#### **Action Step 1**

Administer formal reading running records K-5 at the beginning, middle and end of the school year. Utilize the reading running records to identify student needs to deliver direct/ explicit instruction K-5. Provide consistent guided reading as an instructional practice. Model lessons for the various components of the balanced literacy program when providing grade level/ teacher support by the literacy coach and the balanced literacy support staff. Improve phonics instruction K-5 by utilizing Words Their Way word study program. Provide progress monitoring for all students via reading running records and formative assessments.

#### **Person or Persons Responsible**

Administration, literacy coach, teachers and balanced literacy support team.

#### **Target Dates or Schedule**

On going

#### **Evidence of Completion**

End of the year formative evaluation results.

#### **Facilitator:**

District Curriculum Support staff, Literacy Coach, Learning team facilitator, Lead literacy teachers

#### **Participants:**

Teachers in grades K-5

### **Action Step 2**

Provide opportunities for professional development for teachers, administrators and coaches that may involve in and out of county travel and needed supplies for in school professional development.

#### **Person or Persons Responsible**

Teachers, administration, coaches

#### **Target Dates or Schedule**

Ongoing throughout the year

#### **Evidence of Completion**

TDE's, Agenda's, and LTM minutes

#### **Facilitator:**

State trainers for Common Core Standards, IRA conference Trainers

#### **Participants:**

Teachers, Coaches, Administration

### **Action Step 3**

Provide a Literacy coach who will model for teachers and assist in the implementation of the Balanced Literacy program

#### **Person or Persons Responsible**

Literacy Coach

#### **Target Dates or Schedule**

Daily assistance to teachers in classroom, Learning Team meetings, and collaboration meetings

#### **Evidence of Completion**

Coach Walkthrough logs and/or Area Coaching logs

#### **Facilitator:**

Literacy Coach

#### **Participants:**

All grade level teachers

#### **Action Step 4**

Extended Learning Opportunities for Reading

##### **Person or Persons Responsible**

Lead Teacher, Coach, Tutorial teachers, administration

##### **Target Dates or Schedule**

Novemebr - December 2013, Late January - Early April 2014 (After school & Saturday)

##### **Evidence of Completion**

Teacher & student sign in sheets, Lesson Plans, Pre & Post Test results

#### **Action Step 5**

Provide afterschool and/or Saturday workshops to demonstrate best practices for developing units of study

##### **Person or Persons Responsible**

Reading Coach, Magnet Coordinator, District Literacy Support specialists

##### **Target Dates or Schedule**

After school and/or on Saturdays

##### **Evidence of Completion**

Teacher sign in sheets, Agendas, Completed units of study

##### **Facilitator:**

Reading Coach, Magnet Coordinator, District Literacy Support specialists

##### **Participants:**

Teachers grades K-5

#### **Action Step 6**

0.5 Reading Resource position for grades 3-5 low 25% and/or RTI

##### **Person or Persons Responsible**

Reading Resource teacher, Administration

##### **Target Dates or Schedule**

Daily

##### **Evidence of Completion**

Resource teacher schedule, RTI data, Administration observations

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Administration and literacy coach will collect, organize and analyze instructional walk through data to ensure consistent implementation of balanced literacy instruction. Professional learning communities will collaborate to share best practices and instructional strategies to support the development of the balanced literacy program. Professional learning communities will analyze reading running records to identify student needs. Professional learning communities will analyze formative assessments to ensure effective instructions.

#### **Person or Persons Responsible**

Administration, Literacy Coach, Balanced Literacy Support Staff

#### **Target Dates or Schedule**

On Going

#### **Evidence of Completion**

Administrative observations and formative assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Effectiveness will be determined through teacher observation and assessment data.

#### **Person or Persons Responsible**

School Based Administration

#### **Target Dates or Schedule**

On going

#### **Evidence of Completion**

LTM Records and Data Chat Notes

**G2.** The goal is to increase proficiency in the area of Mathematics by at least 10% for all grade levels.

**G2.B1** The implementation of the blended curriculum (CCSS & NGSSS) may prove to be a challenge for the teachers.

**G2.B1.S1** We will use the Math Scope and Sequence provided by the North Area Math Specialist to ensure an efficient and effective implementation of the blended curriculum.

**Action Step 1**

Using resources provided by the North Area Math Specialists, the Math Coach and teachers will plan collaboratively to implement blended curriculum

**Person or Persons Responsible**

Math Area Specialist, Math Teachers, Math Coach

**Target Dates or Schedule**

Weekly through Collaborative Planning

**Evidence of Completion**

Meeting Agendas, Focus Calendars, Lesson Plans

**Facilitator:**

Math Coach, Math Area specialist

**Participants:**

Teachers in grades K-5

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Administration and Math Coach will conduct classroom walkthroughs

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Ongoing weekly

**Evidence of Completion**

Coachs Log, Lesson Plans, Walk through Data



### Plan to Monitor Effectiveness of G2.B1.S1

We will use Data Chats and Assessment results to monitor effectiveness

#### Person or Persons Responsible

Learning Team Facilitator, Math Coach, Administration

#### Target Dates or Schedule

Weekly through LTM or Collaborative Planning

#### Evidence of Completion

Learning Team Minutes, Data Chat Sheets, Item Analysis

**G3.** To increase overall learning gains in Mathematics by a minimum of 7%

**G3.B1** Students have limited skills with problem solving strategies

**G3.B1.S1** Teachers will implement the Gradual Release Model with fidelity

#### Action Step 1

Math Coach will model the 60 minute math block for classroom teachers

#### Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Area Math Support

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaches Log

#### Facilitator:

Math Coach

#### Participants:

Teachers in grades 3-5

**Action Step 2**

Promote the use of technology to provide immediate feedback and differentiated instruction

**Person or Persons Responsible**

Teachers in grades 3-5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Administrative walkthroughs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Administration and Math Coach will conduct classroom walk throughs to ensure fidelity of implementation.

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Administrative Observations

**Plan to Monitor Effectiveness of G3.B1.S1**

Effectiveness of strategy will be determined through teacher observation and assessment data

**Person or Persons Responsible**

Administration, Math Coach, Learning Team Facilitator

**Target Dates or Schedule**

Ongoing through Learning Team Meetings

**Evidence of Completion**

Assessment Data and Observation Notes

**G3.B1.S2** Teachers will infuse Gizmo lessons within their current units of study

**Action Step 1**

Teachers and Math Coach will identify and implement Gizmo lessons that enhance skills/concepts

**Person or Persons Responsible**

Teachers and Math Coach

**Target Dates or Schedule**

Monthly through Collaborative Planning

**Evidence of Completion**

Completed Gizmo Lessons, Coaches Log, Lesson Plans

**Facilitator:**

District Trainer for Gizmos, Math Coach

**Participants:**

Teachers in grades 3-5

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule**

Monthly through

**Evidence of Completion**

Gizmo Monitoring

**Plan to Monitor Effectiveness of G3.B1.S2**

Math Coach will monitor monthly implementation of Gizmo lessons through

**Person or Persons Responsible**

Math Coach,

**Target Dates or Schedule**

Ongoing monthly through Collaborative Planning

**Evidence of Completion**

Monthly Monitoring

**G4.** To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.

**G4.B1** Students lack of fluency and automaticity with basic math facts and this can hinder progress with developing higher order math skills

**G4.B1.S1** Students will use 2 researched based computer programs to help develop fluency with basic skills of addition, subtraction, multiplication and division.

**Action Step 1**

Implement the use of FASTT Math and V Math Live computer resources 2-3 times a week.

**Person or Persons Responsible**

Math Coach, Administration

**Target Dates or Schedule**

Monthly at Learning Team Meetings or Collaborative Planning

**Evidence of Completion**

FASST Math assessment results and reporting tools V-Math Live assessment reports

**Facilitator:**

Math Coach

**Participants:**

Teachers in grades 3-5

**Action Step 2**

Extended Learning Opportunities for Math

**Person or Persons Responsible**

Tutorial teachers, Lead teacher, administration

**Target Dates or Schedule**

4-6 weeks in November - December 2013; Late January - Early April 2014 (After school)

**Evidence of Completion**

Student rosters and sign in sheets, Teacher sign in sheets, Student's Pre & Post Assessments

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Math coach will use the progress monitoring tools included in the programs to

#### **Person or Persons Responsible**

Math Coach, Teachers

#### **Target Dates or Schedule**

Monthly through coaches meeting with administration and LTM

#### **Evidence of Completion**

Progress monitoring reports

### **Plan to Monitor Effectiveness of G4.B1.S1**

Teachers, Math Coach and Administration will look for increase in fluency through use of monitoring reports generated by V Math and FASTT Math

#### **Person or Persons Responsible**

Administration, Math Coach

#### **Target Dates or Schedule**

Monthly at Learning Team Meetings

#### **Evidence of Completion**

Monitoring Reports for V Math and FASTT Math

**G5.** The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.

**G5.B1** Having five out of the seven teachers who are new to the tested writing genre in 4th grade.

**G5.B1.S1** Provide professional development for usage of area resources in collaboration with the Lucy Caulkins curriculum.

### **Action Step 1**

Training for teachers on how to use Lucy Caulkins with a structured format for testing

#### **Person or Persons Responsible**

Administration will ensure that 4th grade Writing teachers attend the training.

#### **Target Dates or Schedule**

Ongoing workshops as they are provided by the district for writing and monthly review during Learning Team Meetings (LTM).

#### **Evidence of Completion**

Documentation of teacher attendance for Area 4 training and LTM meetings

#### **Facilitator:**

Area 4 Writing specialist; Writing Consultant with Top Score Writing.

#### **Participants:**

4th grade writing teachers

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Teachers will be assigned to attend professional development that is facilitated by the district writing specialist for Area 4. The specialist will also provide on site professional development for LTM's that are targeted for writing. The Writing consultant will also do double scoring of the Palm Beach Writes assessments and provide feedback with recommendations.

#### **Person or Persons Responsible**

District writing specialist, Writing consultant, and administration.

#### **Target Dates or Schedule**

Administration will monitor teacher attendance to area 4 sponsored writing trainings and attendance to LTM meetings that are targeted for writing. Double scoring with feedback will take place for each of the district scheduled Palm Beach Writes Assessments.

#### **Evidence of Completion**

Teacher TDE's with attached agendas, LTM meeting sign in sheets, and Palm Beach Writes spreadsheets with student scores.

### Plan to Monitor Effectiveness of G5.B1.S1

Students scores for the Palm Beach Writes Assessments will monitored to see the progression of student growth in writing.

#### Person or Persons Responsible

The writing consultant will complete a double scoring of the Palm Beach Writes assessments and provide administration and teachers with the results.

#### Target Dates or Schedule

Each of the 4 assigned Palm Beach Writes Assessments prior to the Writing FCAT 2.0

#### Evidence of Completion

The Palm Beach Writes scoring spreadsheets.

**G6.** To increase proficiency in the area of Science on the FY 14 FCAT 2.0 by a minimum of 11%.

**G6.B1** Students have limited exposure to inquiry/ based learning in science.

**G6.B1.S1** Students will be provided opportunities to pose scientific questions, use the scientific process, test their hypothesis, gather, plot and analyze data and make conclusions to science experiments.

#### Action Step 1

Science teachers collaboratively plan and align key standards/ skills with classroom experiments or Gizmos. Science teachers create common assessments, analyze student performance data, and revise instruction and plan for remediation. Science teachers and students create science interactive notebooks composed of essential questions, experiments, graphs, plots, vocab., etc as a reference tool.

#### Person or Persons Responsible

School Based Administration

#### Target Dates or Schedule

On going

#### Evidence of Completion

Science Interactive Notebooks and common student assessments.

### Plan to Monitor Fidelity of Implementation of G6.B1.S1

Administrative classroom observations and teacher/ student data chat and progress monitoring forms.

#### Person or Persons Responsible

School Based Administration

#### Target Dates or Schedule

On going

#### Evidence of Completion

End of the year assessment.

### Plan to Monitor Effectiveness of G6.B1.S1

Common assessments will be uploaded and monitored via Google Drive.

#### Person or Persons Responsible

Administration, learning team facilitator

#### Target Dates or Schedule

On going

#### Evidence of Completion

Administered common assessments

### G6.B2 Implementing the science lessons with fidelity.

**G6.B2.S1** Determine the schools' core, instructional needs utilizing data from EDW reports, plan 50 minutes of daily instruction targeting identified school needs.

#### Action Step 1

Analyze data to determine instructional needs and develop focused lessons that are geared to those needs.

#### Person or Persons Responsible

Teachers, Learning Team Facilitator and Administration

#### Target Dates or Schedule

Learning Team Meetings and Collaborative Planning

#### Evidence of Completion

Focused Lesson Plans



**Action Step 2**

Extended Learning Opportunities for Science

**Person or Persons Responsible**

Science Tutorial teachers and Tutorial lead teacher

**Target Dates or Schedule**

Saturday's Late January - Early April 2014

**Evidence of Completion**

Teacher sign in sheets

**Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Lesson Plan Checks and Classroom observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly Basis

**Evidence of Completion**

iObservation evaluation

**Plan to Monitor Effectiveness of G6.B2.S1**

Conduct a data analysis on periodic assessments

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On going

**Evidence of Completion**

Common and Diagnostic Assessments

**G7.** To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.

**G7.B1** Teachers not fully understanding how to infuse the IB attitudes, learner profiles, and IB standards into the learning process.

**G7.B1.S1** Allow teachers to attend IB initial training, provide In school workshop training Visitation to neighboring PYP schools.

### **Action Step 1**

Students and teachers will infuse the IB language into their instructions throughout the day, attend professional development workshop, attend IB professional trainings, conduct professional book study

#### **Person or Persons Responsible**

Magnet coordinator

#### **Target Dates or Schedule**

Ongoing - through LTM meetings, Collaboration meetings, and District supported IB training 10/17-18

#### **Evidence of Completion**

Weekly reports on students that display the IB profiles and attitudes throughout the day, follow up reflections , unit of inquiry review

#### **Facilitator:**

IB Coordinator, IB Trained Workshop Presenters

#### **Participants:**

All Teachers/Resources/Administration

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Students will be regularly assessed by demonstrating through art, oral and written assessments what they understand about the IB language

#### **Person or Persons Responsible**

Principal, Assistant Principal, Magnet Coordinator, Coaches, Resource staff, Teachers, etc.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Conferencing with students

## Plan to Monitor Effectiveness of G7.B1.S1

Effectiveness will be determined through students unit assessments

### Person or Persons Responsible

Principal, Assistant Principal, Magnet Coordinator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students reflections and unit assessments

**G8.** The goal is to increase 5% gain in all categories of the Comprehensive English Language Learners Assessment (CELLA) . test Listening/Speaking, Reading and Writing.

**G8.B1** Difficulty transferring native language skills in English.

**G8.B1.S1** Develop collaborative differentiated activities and centers that reinforce previously taught concepts, provide enrichment and additional opportunities to demonstrate mastery

### Action Step 1

Teacher consistently demonstrates high expectations for all ELL students by asking students to play an active role in monitoring and setting their own personal goals

### Person or Persons Responsible

District ESOL Coordinators, principal. assistant principal, coaches, ESOL and teachers

### Target Dates or Schedule

ongoing through LTM, Team /collaborations meetings

### Evidence of Completion

Formative assessment, students conferencing CELLA assessment,.Diagnostics and FCAT

### Facilitator:

ESOL Contact and District ESOL Compliance Coordinator

### Participants:

All Teachers/ Resources, Administration

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. Administrative, classroom observations .

#### **Person or Persons Responsible**

District ESOL Coordinator, administration, coaches. teachers

#### **Target Dates or Schedule**

LTM, meetings, conferencing and team collaboration.

#### **Evidence of Completion**

Quarterly assessments.

### **Plan to Monitor Effectiveness of G8.B1.S1**

Effectiveness will be determined by ongoing and systematic instruction with feedback and scaffold instructional support on mini assessments.

#### **Person or Persons Responsible**

Principal, Assistant principal, ESOL Contact, Teachers

#### **Target Dates or Schedule**

Ongoing through team meetings, LTM meetings

#### **Evidence of Completion**

Mini and unit assessments. Benchmarks assessment, Diagnostics and FCAT and CELLA

**G9.** To increase the percentage of parents participating in school activities by 30% during the FY14 school year.

**G9.B2** Scheduling activities during a time that is convenient for all stakeholders

**G9.B2.S1** Identify a week day morning and evening time to accommodate parents

**Action Step 1**

Look at the school calendar to determine appropriate days and times in the morning and evening to host parent workshops (get input from SAC/PTO)

**Person or Persons Responsible**

Administration, Parent Liaison and SAC/PTO Members

**Target Dates or Schedule**

On going

**Evidence of Completion**

A calendar with set dates for parent workshops

**Facilitator:**

Community Resource Liaison

**Participants:**

Teachers & parents

**Action Step 2**

Community Resource Person to assist with improving parent involvement

**Person or Persons Responsible**

Community Resource Person and Administration

**Target Dates or Schedule**

Ongoing assistance and support for parents

**Evidence of Completion**

Agendas for and Sign in sheets for curriculum nights, SAC meetings, PTO meetings

### Plan to Monitor Fidelity of Implementation of G9.B2.S1

Parent Meetings being held at convenient times for all stakeholders

**Person or Persons Responsible**

Administration, Parent Liaison and SAC/PTO

**Target Dates or Schedule**

On going

**Evidence of Completion**

Parent workshop sign-in sheets

### Plan to Monitor Effectiveness of G9.B2.S1

Parent Meetings being held at convenient times for all stakeholders increases attendance

**Person or Persons Responsible**

Administration, Parent Liaison and SAC/PTO

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent workshop sign-in sheets

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. 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 3 and 4.

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.

**G1.B1** Effective implementation of the balanced literacy program by instructional staff.

**G1.B1.S1** Implement a structured balanced literacy approach for reading instruction 90 minutes daily.

### PD Opportunity 1

Administer formal reading running records K-5 at the beginning, middle and end of the school year. Utilize the reading running records to identify student needs to deliver direct/ explicit instruction K-5. Provide consistent guided reading as an instructional practice. Model lessons for the various components of the balanced literacy program when providing grade level/ teacher support by the literacy coach and the balanced literacy support staff. Improve phonics instruction K-5 by utilizing Words Their Way word study program. Provide progress monitoring for all students via reading running records and formative assessments.

#### Facilitator

District Curriculum Support staff, Literacy Coach, Learning team facilitator, Lead literacy teachers

#### Participants

Teachers in grades K-5

#### Target Dates or Schedule

On going

#### Evidence of Completion

End of the year formative evaluation results.



## **PD Opportunity 2**

Provide opportunities for professional development for teachers, administrators and coaches that may involve in and out of county travel and needed supplies for in school professional development.

### **Facilitator**

State trainers for Common Core Standards, IRA conference Trainers

### **Participants**

Teachers, Coaches, Administration

### **Target Dates or Schedule**

Ongoing throughout the year

### **Evidence of Completion**

TDE's, Agenda's, and LTM minutes

## **PD Opportunity 3**

Provide a Literacy coach who will model for teachers and assist in the implementation of the Balanced Literacy program

### **Facilitator**

Literacy Coach

### **Participants**

All grade level teachers

### **Target Dates or Schedule**

Daily assistance to teachers in classroom, Learning Team meetings, and collaboration meetings

### **Evidence of Completion**

Coach Walkthrough logs and/or Area Coaching logs

#### **PD Opportunity 4**

Provide afterschool and/or Saturday workshops to demonstrate best practices for developing units of study

##### **Facilitator**

Reading Coach, Magnet Coordinator, District Literacy Support specialists

##### **Participants**

Teachers grades K-5

##### **Target Dates or Schedule**

After school and/or on Saturdays

##### **Evidence of Completion**

Teacher sign in sheets, Agendas, Completed units of study

**G2.** The goal is to increase proficiency in the area of Mathematics by at least 10% for all grade levels.

**G2.B1** The implementation of the blended curriculum (CCSS & NGSSS) may prove to be a challenge for the teachers.

**G2.B1.S1** We will use the Math Scope and Sequence provided by the North Area Math Specialist to ensure an efficient and effective implementation of the blended curriculum.

#### **PD Opportunity 1**

Using resources provided by the North Area Math Specialists, the Math Coach and teachers will plan collaboratively to implement blended curriculum

##### **Facilitator**

Math Coach, Math Area specialist

##### **Participants**

Teachers in grades K-5

##### **Target Dates or Schedule**

Weekly through Collaborative Planning

##### **Evidence of Completion**

Meeting Agendas, Focus Calendars, Lesson Plans

**G3.** To increase overall learning gains in Mathematics by a minimum of 7%

**G3.B1** Students have limited skills with problem solving strategies

**G3.B1.S1** Teachers will implement the Gradual Release Model with fidelity

**PD Opportunity 1**

Math Coach will model the 60 minute math block for classroom teachers

**Facilitator**

Math Coach

**Participants**

Teachers in grades 3-5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaches Log

**G3.B1.S2** Teachers will infuse Gizmo lessons within their current units of study

**PD Opportunity 1**

Teachers and Math Coach will identify and implement Gizmo lessons that enhance skills/concepts

**Facilitator**

District Trainer for Gizmos, Math Coach

**Participants**

Teachers in grades 3-5

**Target Dates or Schedule**

Monthly through Collaborative Planning

**Evidence of Completion**

Completed Gizmo Lessons, Coaches Log, Lesson Plans

**G4.** To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.

**G4.B1** Students lack of fluency and automaticity with basic math facts and this can hinder progress with developing higher order math skills

**G4.B1.S1** Students will use 2 researched based computer programs to help develop fluency with basic skills of addition, subtraction, multiplication and division.

**PD Opportunity 1**

Implement the use of FASTT Math and V Math Live computer resources 2-3 times a week.

**Facilitator**

Math Coach

**Participants**

Teachers in grades 3-5

**Target Dates or Schedule**

Monthly at Learning Team Meetings or Collaborative Planning

**Evidence of Completion**

FASST Math assessment results and reporting tools V-Math Live assessment reports

**G5.** The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.

**G5.B1** Having five out of the seven teachers who are new to the tested writing genre in 4th grade.

**G5.B1.S1** Provide professional development for usage of area resources in collaboration with the Lucy Caulkins curriculum.

**PD Opportunity 1**

Training for teachers on how to use Lucy Caulkins with a structured format for testing

**Facilitator**

Area 4 Writing specialist; Writing Consultant with Top Score Writing.

**Participants**

4th grade writing teachers

**Target Dates or Schedule**

Ongoing workshops as they are provided by the district for writing and monthly review during Learning Team Meetings (LTM).

**Evidence of Completion**

Documentation of teacher attendance for Area 4 training and LTM meetings

**G7.** To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.

**G7.B1** Teachers not fully understanding how to infuse the IB attitudes, learner profiles, and IB standards into the learning process.

**G7.B1.S1** Allow teachers to attend IB initial training, provide In school workshop training Visitation to neighboring PYP schools.

### **PD Opportunity 1**

Students and teachers will infuse the IB language into their instructions throughout the day, attend professional development workshop, attend IB professional trainings, conduct professional book study

#### **Facilitator**

IB Coordinator, IB Trained Workshop Presenters

#### **Participants**

All Teachers/Resources/Administration

#### **Target Dates or Schedule**

Ongoing - through LTM meetings, Collaboration meetings, and District supported IB training 10/17-18

#### **Evidence of Completion**

Weekly reports on students that display the IB profiles and attitudes throughout the day, follow up reflections , unit of inquiry review

**G8.** The goal is to increase 5% gain in all categories of the Comprehensive English Language Learners Assessment (CELLA) . test Listening/Speaking, Reading and Writing.

**G8.B1** Difficulty transferring native language skills in English.

**G8.B1.S1** Develop collaborative differentiated activities and centers that reinforce previously taught concepts, provide enrichment and additional opportunities to demonstrate mastery

**PD Opportunity 1**

Teacher consistently demonstrates high expectations for all ELL students by asking students to play an active role in monitoring and setting their own personal goals

**Facilitator**

ESOL Contact and District ESOL Compliance Coordinator

**Participants**

All Teachers/ Resources, Administration

**Target Dates or Schedule**

ongoing through LTM, Team /collaborations meetings

**Evidence of Completion**

Formative assessment, students conferencing CELLA assessment,.Diagnostics and FCAT

**G9.** To increase the percentage of parents participating in school activities by 30% during the FY14 school year.

**G9.B2** Scheduling activities during a time that is convenient for all stakeholders

**G9.B2.S1** Identify a week day morning and evening time to accommodate parents

**PD Opportunity 1**

Look at the school calendar to determine appropriate days and times in the morning and evening to host parent workshops (get input from SAC/PTO)

**Facilitator**

Community Resource Liaison

**Participants**

Teachers & parents

**Target Dates or Schedule**

On going

**Evidence of Completion**

A calendar with set dates for parent workshops



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.	\$111,600
G3.	To increase overall learning gains in Mathematics by a minimum of 7%	\$84,000
G4.	To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.	\$11,000
G5.	The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.	\$2,500
G6.	To increase proficiency in the area of Science on the FY 14 FCAT 2.0 by a minimum of 11%.	\$2,000
G7.	To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.	\$7,500
G9.	To increase the percentage of parents participating in school activities by 30% during the FY14 school year.	\$42,900
<b>Total</b>		<b>\$261,500</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Personnel	Evidence-Based Program	Technology	Total
Title I	\$16,750	\$26,450	\$194,300	\$3,500	\$13,000	\$254,000
Magnet Funds	\$0	\$7,500	\$0	\$0	\$0	\$7,500
<b>Total</b>	<b>\$16,750</b>	<b>\$33,950</b>	<b>\$194,300</b>	<b>\$3,500</b>	<b>\$13,000</b>	<b>\$261,500</b>

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** The goal is to increase all categories of Reading achievement on the FY14 FCAT (High Standards, Learning Gains, Lowest 25%) by a minimum of 20%.

**G1.B1** Effective implementation of the balanced literacy program by instructional staff.

**G1.B1.S1** Implement a structured balanced literacy approach for reading instruction 90 minutes daily.

**Action Step 1**

Administer formal reading running records K-5 at the beginning, middle and end of the school year. Utilize the reading running records to identify student needs to deliver direct/ explicit instruction K-5. Provide consistent guided reading as an instructional practice. Model lessons for the various components of the balanced literacy program when providing grade level/ teacher support by the literacy coach and the balanced literacy support staff. Improve phonics instruction K-5 by utilizing Words Their Way word study program. Provide progress monitoring for all students via reading running records and formative assessments.

**Resource Type**

Other

**Resource**

Copy paper, ink cartridges, class supplies (pencils, markers, highlighters, baskets, notebooks, index cards, dividers,etc) Laminating film, chart paper, poster paper, floor rugs, bookshelves, printers, Reading supplemental resources

**Funding Source**

Title I

**Amount Needed**

\$16,750

## Action Step 2

Provide opportunities for professional development for teachers, administrators and coaches that may involve in and out of county travel and needed supplies for in school professional development.

### Resource Type

Professional Development

### Resource

Common Core Conferences, IRA or Reading conferences, Ink cartridges, Color Printers, Chart Paper, pens, markers, notebooks, sticky notes, baskets or trays, etc

### Funding Source

Title I

### Amount Needed

\$16,750

## Action Step 3

Provide a Literacy coach who will model for teachers and assist in the implementation of the Balanced Literacy program

### Resource Type

Personnel

### Resource

Literacy Coach

### Funding Source

Title I

### Amount Needed

\$35,300

**Action Step 4**

Extended Learning Opportunities for Reading

**Resource Type**

Personnel

**Resource**

Teachers for Reading Tutorials

**Funding Source**

Title I

**Amount Needed**

\$7,500

**Action Step 5**

Provide afterschool and/or Saturday workshops to demonstrate best practices for developing units of study

**Resource Type**

Professional Development

**Resource**

Professional Development

**Funding Source**

Title I

**Amount Needed**

\$3,700

**Action Step 6**

0.5 Reading Resource position for grades 3-5 low 25% and/or RTI

**Resource Type**

Personnel

**Resource**

Reading Resource position

**Funding Source**

Title I

**Amount Needed**

\$31,600

**G3.** To increase overall learning gains in Mathematics by a minimum of 7%

**G3.B1** Students have limited skills with problem solving strategies

**G3.B1.S1** Teachers will implement the Gradual Release Model with fidelity

**Action Step 1**

Math Coach will model the 60 minute math block for classroom teachers

**Resource Type**

Personnel

**Resource**

Math Coach

**Funding Source**

Title I

**Amount Needed**

\$71,000

**Action Step 2**

Promote the use of technology to provide immediate feedback and differentiated instruction

**Resource Type**

Technology

**Resource**

Student response systems, iPads, and Interwrite Tablets

**Funding Source**

Title I

**Amount Needed**

\$13,000

**G4.** To increase the Math learning gains of the lowest 25% by 12% on the FCAT 2.0 for FY14.

**G4.B1** Students lack of fluency and automaticity with basic math facts and this can hinder progress with developing higher order math skills

**G4.B1.S1** Students will use 2 researched based computer programs to help develop fluency with basic skills of addition, subtraction, multiplication and division.

**Action Step 1**

Implement the use of FASTT Math and V Math Live computer resources 2-3 times a week.

**Resource Type**

Evidence-Based Program

**Resource**

V-Math Live web program that develops math fluency

**Funding Source**

Title I

**Amount Needed**

\$3,500

**Action Step 2**

Extended Learning Opportunities for Math

**Resource Type**

Personnel

**Resource**

Tutorial teachers for Math

**Funding Source**

Title I

**Amount Needed**

\$7,500

**G5.** The goal is to increase the proficient writing scores by on the FY Florida Writes by a minimum of 9%.

**G5.B1** Having five out of the seven teachers who are new to the tested writing genre in 4th grade.

**G5.B1.S1** Provide professional development for usage of area resources in collaboration with the Lucy Caulkins curriculum.

**Action Step 1**

Training for teachers on how to use Lucy Caulkins with a structured format for testing

**Resource Type**

Professional Development

**Resource**

Writing Consultant with Top Score Writing

**Funding Source**

Title I

**Amount Needed**

\$2,500

**G6.** To increase proficiency in the area of Science on the FY 14 FCAT 2.0 by a minimum of 11%.

**G6.B2** Implementing the science lessons with fidelity.

**G6.B2.S1** Determine the schools' core, instructional needs utilizing data from EDW reports, plan 50 minutes of daily instruction targeting identified school needs.

**Action Step 2**

Extended Learning Opportunities for Science

**Resource Type**

Personnel

**Resource**

Teachers for Science tutorials

**Funding Source**

Title I

**Amount Needed**

\$2,000



**G7.** To develop a full implementation of the IB programme using the transdisciplinary skills/lines of inquiry throughout all subject areas.

**G7.B1** Teachers not fully understanding how to infuse the IB attitudes, learner profiles, and IB standards into the learning process.

**G7.B1.S1** Allow teachers to attend IB initial training, provide In school workshop training Visitation to neighboring PYP schools.

**Action Step 1**

Students and teachers will infuse the IB language into their instructions throughout the day, attend professional development workshop, attend IB professional trainings, conduct professional book study

**Resource Type**

Professional Development

**Resource**

Official IB training for teachers who have not attended an IB authorized training

**Funding Source**

Magnet Funds

**Amount Needed**

\$7,500

**G9.** To increase the percentage of parents participating in school activities by 30% during the FY14 school year.

**G9.B2** Scheduling activities during a time that is convenient for all stakeholders

**G9.B2.S1** Identify a week day morning and evening time to accommodate parents

**Action Step 1**

Look at the school calendar to determine appropriate days and times in the morning and evening to host parent workshops (get input from SAC/PTO)

**Resource Type**

Professional Development

**Resource**

Community Resource Person, Teachers, Workshop supplies

**Funding Source**

Title I

**Amount Needed**

\$3,500

**Action Step 2**

Community Resource Person to assist with improving parent involvement

**Resource Type**

Personnel

**Resource**

Community Resource position

**Funding Source**

Title I

**Amount Needed**

\$39,400