Westward Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	D*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
	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
Noel, Esther	School Counselor

Duties

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

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

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 Palm Beach - 0351 - Westward Elementary School - 2017-18 SIP

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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

Esther Noel - Guidance Counselor: Leads the Social emotional learning component of our school plan through tiered suport.

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 Professional Learning Communities

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 FY19 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:

• FSA scores and the lowest 25%

• Progress of various subgroups

• strengthens and weaknesses of core and 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) - Bi-weekly meetings with the Leadership Team and the Instructional Coaches student data is analyzed to make informed decision making Academics, Behavior and School Climate. Discussion of concerns, root barriers and potential solutions are discussed as a team to be followed up with an action plan.

Early Warning Systems

Year 2017-18

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	18	9	23	11	20	23	0	0	0	0	0	0	0	104
One or more suspensions	10	11	7	21	24	13	0	0	0	0	0	0	0	86
Course failure in ELA or Math	48	37	60	78	74	54	0	0	0	0	0	0	0	351
Level 1 on statewide assessment	0	0	0	39	45	48	0	0	0	0	0	0	0	132

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	19	8	17	47	55	45	0	0	0	0	0	0	0	191

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	10	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	1	3	6	19	23	22	0	0	0	0	0	0	0	74

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	36	26	33	0	0	0	0	0	0	0	95
	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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest consists of the lowest 25% in grades 4 and 5. Yes, there is a trend. However, the performance for our lowest 25% dropped in both ELA and Math from FY17 to FY18.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from FY18 was the math lowest 25%, which are our 5th graders in FY19.

Which data component had the biggest gap when compared to the state average?

The data component that has the biggest gap when compared to the state average is our math lowest 25%(State 47%, School 33%) and our science(State 55%,School 39%).

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is our ELA achievement(FY17 40%,FY18 42%). Yes, there is a trend.

Describe the actions or changes that led to the improvement in this area.

We implemented Double Down for ELA early in the school year for grades 3-5 and it was consistent. However, Double Down was more effective than the data showed as we had personnel concerns in one of our grade levels that led to behavioral concerns.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	57%	56%	40%	52%	52%
ELA Learning Gains	52%	61%	55%	52%	56%	52%
ELA Lowest 25th Percentile	45%	56%	48%	49%	51%	46%
Math Achievement	54%	65%	62%	53%	61%	58%
Math Learning Gains	54%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile	33%	53%	47%	51%	51%	46%
Science Achievement	39%	56%	55%	35%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18 (21)	9 (15)	23 (12)	11 (17)	20 (13)	23 (15)	104 (93)
One or more suspensions	10 (3)	11 (9)	7 (12)	21 (21)	24 (17)	13 (15)	86 (77)
Course failure in ELA or Math	48 (24)	37 (41)	60 (35)	78 (76)	74 (61)	54 (70)	351 (307)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (52)	45 (34)	48 (54)	132 (140)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	56%	-13%	57%	-14%
	2017	37%	54%	-17%	58%	-21%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	34%	58%	-24%	56%	-22%
	2017	46%	57%	-11%	56%	-10%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				
05	2018	44%	59%	-15%	55%	-11%
	2017	32%	52%	-20%	53%	-21%
Same Grade Comparison		12%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	63%	-7%	62%	-6%
	2017	53%	62%	-9%	62%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	44%	63%	-19%	62%	-18%
	2017	59%	64%	-5%	64%	-5%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				
05	2018	55%	66%	-11%	61%	-6%
	2017	47%	61%	-14%	57%	-10%
Same Grade Comparison		8%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	56%	-18%	55%	-17%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	30	27	23	40	31	24				
ELL	39	50	36	48	43		25				
BLK	42	50	43	53	53	30	38				
HSP	35	58		65	67						
FRL	43	53	44	54	55	33	40				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	48	42	23	40	44	14				
ELL	27	42		68	58						
BLK	41	58	51	56	57	54	35				
HSP	24	38		65	54						
FRL	38	56	51	55	56	55	37				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To increase the percentage of students reading on grade level by third grade.
Rationale	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 third grade.
Intended Outcome	For FY19, we want to see our 3rd grade ELA achievement increase from 43% to 48%.
Point Person	Nehemie Duval (nehemie.duval@palmbeachschools.org)

Action Step	
Description	Westward provides rigorous tasks to students by engaging the Pillars of Effective Instruction. Kindergarten and 1st Grade will continue to utilize the Fundations resource to develop phonemic awareness/phonics strategies, Fountas & Pinnell Leveled Literacy Intervention (LLI) will be used as an intervention for students struggling with comprehension. FCRR will also be used to support gaps not covered by Fundations or Fountas & Pinnell Leveled Literacy Intervention (LLI). We will provide coaching support and on site PD for new Kindergarten and 1st grade teachers, use articles to develop vocabulary and exposure to genres. Training will be offered on the use and calibration of Fountas & Pinnell RRR and The Continuum. 1st grade 2021 Cadre professional development as provided by the district curriculum department. 2nd Grade will incorporate it's first year implementation of Level 2 Fundations for 2nd grade. The 2nd grade teachers will be getting support from the district and Reading Coach. We are in the 2nd year of departmentalization for the 2nd grade team to model 3rd grade structures that have been effective in increasing achievement. 3rd grade continue using the double down approach in all the Reading classes with an Academic tutor to increase small group instruction time. Coaching and planning support will be provided by the Reading Coach and Regional Support Specialist. Targeted support will be provided for transitioning teacher moving from 2nd grade to 3rd grade. A Parent Literacy Night will be planned to equip parents with Literacy resources and strategies to help their child for the Literacy Assessment. Our school integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and and S.B. Policy 2.09 (8) (b)
Person Responsible	Tambia Goodson (tambia.goodson@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Review and analysis of students achievement data in PLCs and coaches meeting to monitor the effectiveness of the standards based instruction.
Person Responsible	Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)

Activity #2	
Title	To increase learning gains for our lowest 25% in both reading and math.
Rationale	If we provide solid core instruction that is combined with effective instructional interventions for Reading and Math for our struggling students, then we should see an increase in the learning gains of our Low 25 students.
Intended Outcome	To increase our ELA Low 25% learning gains from 45% to 62% and our Low 25% math learning gains from 33% to 65%.
Point Person	Kendrah Kelly (kendrah.kelly@palmbeachschools.org)

Action Step	
Description	Westward provides rigorous tasks to students by engaging the Pillars of Effective Instruction.

Our school integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and and S.B. Policy 2.09 (8) (b)

READING LOW 25
Our low 30% students will be targeted for Double Down Instruction with an Academic Tutor that pushes in to the classrooms to provide increased time for small group instruction. A parent meeting for the parents of the Low 30 performing students to discuss a Low 30 incentive plan and steps they can take to assist their child. Pull outs will take place during Fine Arts classes. Coaching support will be provided by the Reading Coach and the Regional Reading specialist. We will track the progress of the low 30% and reteach secondary benchmarks. Saturday tutorials will also target the low 30% in Readig

MATH LOW 25
Academic Math Tutor will work with the lowest 30% in the classrooms. Additionally, the tutor and/or the the Math coach will pull some of the students during Fine Arts to front-load content.
The Math Coach will monitor data and make necessary changes to the academic tutorial schedule and the students serviced. The Math Coach will pull the Lowest 25% of the 4th and 5th graders during Fine Arts to front-load content. We will have data chats along with parent meetings for the lowest 30% along with an incentive plan. We will also be incorporating Reflex Math to develop greater Math fluency. Tracking and monitoring of the low 30% for math as well.

Our school integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and and S.B. Policy 2.09 (8) (b). |
| **Person Responsible** | Victoria Parise (victoria.parise@palmbeachschools.org) |

Plan to Monitor Effectiveness	

Description   Review and analysis of students achievement data in PLCs and coaches meeting to monitor the effectiveness of the standards based instruction.

Person Responsible   Bobbie Brooks (bobbie.brooks@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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.

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

Meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on the information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred
to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies

a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Homeless students' academics and behavior are monitored to ensure school success. Interventions will be provided as needed using the SBT process.

* Problem Solving Model

The four steps of the Problem Solving Model are:

• Problem Identification entails identifying the problem and the desired behavior
for the student.

• Problem Analysis involves analyzing why the problem is occurring by collecting
data to determine possible causes of the identified problem.

• Intervention Design & Implementation involves selecting or developing
evidence based interventions based upon data previously collected. These
interventions are then implemented.

• Evaluating is also termed Response to Intervention. In this step, the
effectiveness of a student's or group of students' response to the implemented
intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to
achieve the best outcomes for all students. This process is strongly supported by both
IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks
regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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

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

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 service

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.

Part V: Budget	
Total:	**$0.00**