

The School District of Palm Beach County

Westward Elementary School



2019-20 Schoolwide Improvement Plan

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Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

<https://wses.palmbeachschools.org>

Demographics

Principal: Bobbie Brooks

Start Date for this Principal: 5/20/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (46%) 2016-17: C (51%) 2015-16: C (49%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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	Job Duties and Responsibilities
Brooks, Bobbie	Principal	The instructional leader with oversight of all the school operations to ensure focus is on student achievement and learning.
Beneby, Bernadette	Instructional Coach	Magnet Coordinator and VPK Contact - Lead facilitator for International Baccalaureate program
Fagan, Pauline	Teacher, K-12	ESOL Contact and ESOL teacher that oversees the ESOL program and provides support for ELL students
Duval, Nehemie	Instructional Coach	Grades 3-5 Reading coach and resource teacher. Provides professional development for teachers and supports students with small group instruction
Goodson, Tambia	Instructional Coach	Grades K-2 Reading coach and resource teacher. Provides professional development for teachers and supports students with small group instruction.
Jelks-Cook, Jessica	Assistant Principal	Oversight of student discipline, Title 1, and new teacher professional development. Assists with oversight of the school operations
Kelly, Kendrah	Other	Single School Culture Coordinator - Leads our School based team, organizes our Professional Learning Communities, Provides coaching and PD for select teachers, Provides Student Intervention for RTI students
Woodard, Kim	Other	ESE Contact - Oversee all aspects of our ESE program and supports ESE students with academic needs
Segall, Judith	Teacher, K-12	SAI teacher that targets our retained students for small group instruction, assist with SBT students, supports 3rd grade students and teachers
Noel, Esther	School Counselor	Oversees our SEL program, Teaches Guidance classes on the wheel, and
Cage, Tatiana	Instructional Coach	Math Coach and math resource teacher providing PD for teachers and small group instruction for students

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	113	105	120	115	102	0	0	0	0	0	0	0	642
Attendance below 90 percent	10	16	20	19	23	19	0	0	0	0	0	0	0	107
One or more suspensions	6	8	27	32	19	20	0	0	0	0	0	0	0	112
Course failure in ELA or Math	24	44	50	98	72	57	0	0	0	0	0	0	0	345
Level 1 on statewide assessment	0	0	0	55	28	46	0	0	0	0	0	0	0	129

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	14	27	68	40	45	0	0	0	0	0	0	0	203

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	6	3	3	23	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Wednesday 9/25/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	19	8	17	47	55	45	0	0	0	0	0	0	0	191

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	19	8	17	47	55	45	0	0	0	0	0	0	0	191

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	58%	57%	40%	53%	55%
ELA Learning Gains	59%	63%	58%	57%	59%	57%
ELA Lowest 25th Percentile	60%	56%	53%	51%	55%	52%
Math Achievement	58%	68%	63%	57%	62%	61%
Math Learning Gains	68%	68%	62%	57%	62%	61%
Math Lowest 25th Percentile	51%	59%	51%	55%	53%	51%
Science Achievement	28%	51%	53%	38%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	87 (0)	113 (0)	105 (0)	120 (0)	115 (0)	102 (0)	642 (0)
Attendance below 90 percent	10 (18)	16 (9)	20 (23)	19 (11)	23 (20)	19 (23)	107 (104)
One or more suspensions	6 (10)	8 (11)	27 (7)	32 (21)	19 (24)	20 (13)	112 (86)
Course failure in ELA or Math	24 (48)	44 (37)	50 (60)	98 (78)	72 (74)	57 (54)	345 (351)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	55 (39)	28 (45)	46 (48)	129 (132)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	54%	-29%	58%	-33%
	2018	43%	56%	-13%	57%	-14%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	57%	62%	-5%	58%	-1%
	2018	34%	58%	-24%	56%	-22%
Same Grade Comparison		23%				
Cohort Comparison		14%				
05	2019	44%	59%	-15%	56%	-12%
	2018	44%	59%	-15%	55%	-11%
Same Grade Comparison		0%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	65%	-14%	62%	-11%
	2018	56%	63%	-7%	62%	-6%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	66%	67%	-1%	64%	2%
	2018	44%	63%	-19%	62%	-18%
Same Grade Comparison		22%				
Cohort Comparison		10%				
05	2019	57%	65%	-8%	60%	-3%
	2018	55%	66%	-11%	61%	-6%
Same Grade Comparison		2%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	28%	51%	-23%	53%	-25%
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	11	40	46	19	47	44	4				

2019 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 2017-18	C & C Accel 2017-18
ELL	52	63	64	69	75		38				
BLK	42	61	59	58	69	53	28				
HSP	43	50		57	71						
FRL	41	57	59	56	67	50	26				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at our data we had a decrease in the areas of science and ELA. Our science scores decreased by 10%. Likewise, our 3rd grade students have the lowest achievement for ELA with a drop of 18%. When looking at our ESSA identified subgroups, our SWD's dropped in ELA achievement -7%, but went up in Learning Gains +10% & in Low 25th percentile +19%. The contributing factors for ELA & science can be attributed to the implementation of a new curriculum as well as the teacher's inability to navigate through the curriculum with ease. Additionally, the science assessment was taken near the latter part of the year inabling our school to schedule/conduct our annual science blitz which helps prepare our students for the assessment.

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

The data component that showed the greatest decline was in the content area of science & ELA. The contributed factors were the implementation of a new curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Science had the greatest gap with a 25% point differentiation from the State's average. This was primarily related to the lack of understanding and the inability for teachers to navigate through the curriculum effectively.

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

The data component that showed the most improvement was our ELA L25 percentile as well as our math learning gains. Our L25 percentile students increased their ELA score of 15% points and math learning gains increased by 14% points. The new actions that our schools implemented was "striving panthers" which was designed to help target and motivate our L25 students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are (1) high level of retention's for 3rd grade and (2) absences.

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

For the upcoming school year our highest ranked priorities for school-wide improvement are as follows:

1. School climate/culture
2. 3rd grade reading proficiency
3. Science
4. ESE proficiency and learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards 3rd grade student achievement for ELA instruction in alignment with the District's Strategic Plan to support the expectations of LTO #2.
Rationale	Our 3rd grade overall populations experienced a decline of 18% in the area of ELA. Our number of level 1's increased to 40 from the previous year. Additionally, there was a significant gap in the results for last year proficiency rate and a 21 point gap in our overall goal according to our achievement matrix.
State the measurable outcome the school plans to achieve	To improve our 3rd grade ELA proficiency rate by 10% increase as shown on the I-ready predicted scores to FSA score. Our school currently demonstrates a 40% proficiency rate based on the initial i-ready diagnostic. This indicates that our 3rd grader are at a early 3rd grade level. Therefore, we will improve our proficiency rate to 48%.
Person responsible for monitoring outcome	Nehemie Duval (nehemie.duval@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Student's will be remediated and enriched through digital and blended learning opportunities using adaptive technology; I-ready to build upon content knowledge in ELA. 2. Teachers will implement a focused curriculum (1) ELA Modules of Instruction 3. Teachers will engage in standards based instruction cycle during collaborative planning (1) what do students need to know to meet mastery (plan); (2) how do we teach effectively to ensure that all students are learning (Do); (3) how do we know the students are learning (Reflect); (4) what will we do when students are not learning or reaching mastery (Revise). Teachers will analyze the standards and Test Item Specifications during the planning process. 4. Differentiated small group instruction within all ELA classrooms
Rationale for Evidence-based Strategy	I-ready offers a success rate of evidenced-based growth rate. Differentiated instruction will ensure all students learn through a variety of tasks, processes, and products strategically focused on their level. This will be specifically helpful for our ESSA identified subgroup; SWDs.
Action Step	
Description	<ol style="list-style-type: none"> 1. 3rd grade students will receive Supplemental support within small group rotation 2. Needs of focus will be identified for all 3rd grade retainees. Retainees will receive small group instruction, progress monitoring/track data, readjusted instruction to meet their needs, and reassessments to ensure learning is taking place. L25 students will have on-going data chats with parental involvement (meetings). 3. Coaches will support all new teachers who are new to ELA curriculum using coaching continuum/ Leverage Leadership module 4. L25 students (grades 3-5) will be pulled out during fine arts Monitoring will occur through the classroom walks and student data analysis.
Person Responsible	Nehemie Duval (nehemie.duval@palmbeachschools.org)

#2	
Title	To ensure a positive school climate/culture that promotes students' ability to learn while encompassing positive relationships among administrators, teachers, parents and students.
Rationale	If students, teachers and staff are teaching, planning and learning in a positive learning environment that encourages collaboration, then it will lead to more effective instruction and classroom engagement leading to higher student achievement
State the measurable outcome the school plans to achieve	To decrease the submission of office referrals by 10% and the number of Out of school suspensions by 10% as well.
Person responsible for monitoring outcome	Jessica Jelks-Cook (jessica.jelks-cook@palmbeachschools.org)
Evidence-based Strategy	CHAMPS classroom management strategy developed by Randy Sprick's Safe and Civil School series
Rationale for Evidence-based Strategy	Based on the most recent recommendations set forth by researchers and the U. S. Department of Education, CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.
Action Step	
Description	<ol style="list-style-type: none"> 1. School-wide Implementation of CHAMPS and positive Behavior matrix will be utilized for all settings in the school 2. Booster Assemblies will be conducted to address the school-wide expectations 3. Incentives such as spin- the wheel, GOTCHA winner drawings, Book-a-rade, Winterfest, and Panther's Day Out will be used to reward positive behaviors 4. Social Emotional learning will be implemented for 10 minutes daily through the use of Sanford Harmony and the Five Stances for Growth Mindset 5. Monthly Staff team building activities, Employee of the Month, Kudos in weekly newsletters and monthly drawings will be utilized to boost staff morale Monitoring will occur through the classroom walks and student data analysis.
Person Responsible	Kendrah Kelly (kendrah.kelly@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of

multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. We are developing our SEL components by incorporating schoolwide morning meetings along with Guidance lessons that rotate on the Fine Arts wheel.

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 Schoolwide Improvement Plan 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 hold various interactive parent training sessions to equip parents with strategies and skills to assist them with improving their child's academic and behavioral achievement. Some of the activities include Parent curriculum nights, Donuts with Dad's training, Muffins with Mom's training, Parent Data discussions, and we are introducing Parent University for the FY20 school term.

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.

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. This year the school has incorporated a school wide morning meeting for all classes in order to establish better connection of students with their peers and teachers.

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

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.

* 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.

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 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.

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.

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

Westward has an annual career day where we ask various business, parents and community leaders to come and share about their careers and the path that was taken to begin their career or business track.

The school also has a business partnership with Searcey Law firm to share and expose students to various aspects of law and to meet lawyers from their firm.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure progress towards 3rd grade student achievement for ELA instruction in alignment with the District's Strategic Plan to support the expectations of LTO #2.				\$2,207.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0351 - Westward Elementary School	School Improvement Funds	592.0	\$2,207.00
			Notes: School improvement funds will be used for a program or process to support student achievement as determined by the SAC.			
2	III.A.	Areas of Focus: To ensure a positive school climate/culture that promotes students' ability to learn while encompassing positive relationships among administrators, teachers, parents and students.				\$0.00
					Total:	\$2,207.00