

The School District of Palm Beach County

Westward Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Westward Elementary School

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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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. 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, position title, and job duties/responsibilities 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. Mrs. Coleman promotes the Magnet program at Westward and works very closely with our business partners and community leaders. She is actively involved in our SAC and PTO groups helping to organize incentive and motivational activities for students as well as the staff. Additionally she provides oversight of our Pre-K program
Fagan, Pauline	Teacher, K-12	ESOL Contact and ESOL teacher that oversees the ESOL program and provides support for ELL students. She works with the teachers to provide ESOL strategies to improve achievement for our ELL students. She also works with groups of students and assigns duties and schedules to our Community Language facilitators (CLFs)
Duval, Nehemie	Instructional Coach	Grades 3-5 Reading coach and resource teacher. Provides professional development for teachers and supports students with small group instruction. Ms. Duval facilitates the PLCs with the ELA teachers in grades 3-5. She does modeling and co-teaching with the teachers. In addition Ms. Duval oversees all of our Saturday tutorial classes, is the president of the PTO, serves as lead on the Hospitality committee to promote positive moral with teachers and staff.
Goodson, Tambia	Teacher, K-12	SAI teacher that provides supplemental and intensive instruction to students who need extra support in Reading. She also assists in providing guidance for interventions and probes for SBT meetings for students on various tiers.
Jelks-Cook, Jessica	Assistant Principal	Oversight of student discipline, Title 1, and new teacher professional development. Assists with oversight of the school operations. Mrs. Cook is actively engaged in SAC meetings, leadership meetings, and helps to facilitate faculty meetings. She also oversees testing and textbook distribution.
	Instructional Coach	DONNA RUSSO - K-2 Coach & Resource - 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. Mrs. Woodard helps in all aspects of our ESE department - facilitates IEP meetings, develops the schedules for: support facilitation, the EBD teachers, Paraprofessionals, as well as helping to drive the development of the Master board.

Name	Title	Job Duties and Responsibilities
Noel, Esther	School Counselor	Oversees our SEL program, Teaches Guidance classes on the wheel, and coordinates the efforts of our counselling team consisting of the Guidance position, Behavioral health and co located position.
Cage, Tatiana	Instructional Coach	K-5 Math Coach and math resource teacher who provide support and PD for all K-5 teacher. Ensures that all teachers are planning and providing standard based instruction, provides small group instruction for students, as well as use data & feedback to identify specific goals and actions steps to promote professional growth for teachers that will improve student achievement.

Demographic Information

Principal start date

Sunday 5/20/2012, Bobbie Brooks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

25

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	TS&I
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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	77	75	74	84	94	88	0	0	0	0	0	0	0	492
Attendance below 90 percent	0	30	19	19	31	28	0	0	0	0	0	0	0	127
One or more suspensions	0	8	4	5	22	16	0	0	0	0	0	0	0	55
Course failure in ELA	0	13	22	34	67	43	0	0	0	0	0	0	0	179
Course failure in Math	0	7	15	20	62	21	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	21	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	15	0	0	0	0	0	0	0	27
FY20 ELA Diag Levels 1 & 2	0	0	0	54	47	51	0	0	0	0	0	0	0	152
FY20 Math Diag Levels 1 & 2	0	0	0	52	37	43	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	0	12	14	21	64	39	0	0	0	0	0	0	0	150

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	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/19/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 FY19 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 prohibiting our school to schedule/conduct our annual science blitz which helps prepare our students for the assessment.

For FY20 we saw that our iReady ELA scores for the intermediate grades from the Fall to the Winter showed limited gains for being on grade level. 3rd from 41% to 43%; 4th from 29% to 30% and 5th from 35% down to 34%. However on a positive note we saw increases in iReady for our primary grades. Kindergarten moved up from 16% on grade level to 48% on level; 1st grade increased from 11% to 40% and 2nd increased from 24% to 40%

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 in FY19 was in the content area of science & ELA scores specifically for 3rd grade. The contributed factors for Science were likely the implementation of a new curriculum as our district took a big hit overall for Science in FY19. For 3rd grade ELA we had a number of students who were in the SBT process academic deficiencies and who could have easily been considered for retentions but were moved up with supplemental and intensive interventions.

For FY20 we saw declines in our Math scores for the winter Diagnostic as compared to the FY19 FSA data but that was likely attributed to only covering 47% of the content that was tested. We saw 2-3% declines in grades 3-5 Math scores for proficiency

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 new curriculum effectively. For FY20 Winter Diagnostic we saw a slight increase in 5th grade Science proficiency from 28% up 3% to 31%.

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.

As stated previously for FY20 iReady scores we saw increases in iReady for our primary grades. Kindergarten moved up from 16% on grade level to 48% on level; 1st grade increased from 11% to 40% and 2nd increased from 24% to 40%. The school continue to use Foundations as a primary component of our Reading block

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas of concern are (1) the high level of retention's for 3rd grade and (2) the number of absences resulting in missing needed instruction.

- Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT.

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

1. School climate/culture in conjunction with SEL - We are implementing morning meeting across all classes. We are incorporating our IB attitudes and learner profiles in conjunction with the districts SEL scope & sequence.
2. 3rd grade Reading proficiency leading to reduced mandatory retentions in 3rd grade - We are focusing on small group instruction with the use of academic tutors to target students who need more direct instruction.
3. Science proficiency - We are attempting to onboard Study Island for Science (some push back from TCC) as well as get targeted training on how to most effectively use Stemscores online curriculum.
4. ESE proficiency and learning gains - increase monitoring of ESE data with plans for reteaching as needed. Review of student loss of academic and development of individual compensatory time plans.

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroup SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner. Our in-school, during the school day academic support tutors will be a big part in implementing the emphasis on small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 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 for FY19. Our number of level 1's increased to 40 from the previous year of about 25. 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.

Measurable Outcome: To improve our 3rd grade ELA proficiency rate by 10% or more on the FY21 FSA ELA assessment.

Person responsible for monitoring outcome: Nehemie Duval (nehemie.duval@palmbeachschools.org)

Evidence-based Strategy:

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 Steps to Implement

1. 3rd grade students will receive Supplemental support within small group rotation
2. Needs of focus will be identified for all 3rd grade students who score significantly below grade level on the iReady Fall Diagnostic and on district USAs. These students 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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions Study of Women's contributions

Veterans/Memorial Day and

the value of Medal of Honor recipients

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Respectful, Responsible and Ready to Learn.

A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Westward continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations, weekly recognitions of students of the week for each class, and monthly rewards with our Spin the Wheel for earning a specific number of behavior tokens. We participate in advisory sessions that discuss applicable topics based on school culture/ climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness.

Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP. Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Our International Baccalaureate (IB) Program ensures all students have training in a second language, participate in interdisciplinary thematic units and help students to view the world from a global perspective that is not limited to their immediate surroundings. IB has strong character development components as outlined by the IB Attitudes and Learner Profile. Westward also sponsors various after school clubs that help to promote and support a positive learning climate.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We are establishing structures to build a positive environment on campus. One of those structures is Schoolwide CHAMPS Implementation:

CHAMPS classroom management strategy developed by Randy Sprick's Safe and Civil School series. 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.

Another structure is our Schoolwide Positive Behavior Support Program:

1. School-wide Behavior Matrix utilized for all settings in the school.
2. SwPBS Booster Assembly to address School-wide expectations.
3. Spin-the Wheel incentive program to reward positive behaviors.
4. SwPBS Weekly "Gotcha Winners" Incentive Drawing
5. Book-A-Rade School-Wide Fall Event
6. WinterFest School-Wide Winter Event
7. Panther's Day Out School-Wide Spring Event

Social Emotional Learning:

1. ALL classroom schedules include 10 minutes of SEL.
2. SEL is implemented daily from 8:00-8:10.
3. Guidance classes rotated on the Fine Arts Wheel..
4. Sanford Harmony training provided to teachers.
5. Each teacher received a Sanford Harmony Kit and district SEL Scope & Sequence resources
6. Administration reminds, monitors and reinforce the 8:00-8:10 SEL implementation.

Teachers and Staff receive encouragement via our Hospitality/Social Committee:

1. Monthly Drawings to boost staff morale
2. Treats provided to teachers each trimester
3. Egg Hunt to find the "Golden Egg"
4. Monthly Staff Team Building Activities
5. Employee of the Month Recognition
6. Kudos shared in weekly newsletter

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$7,213.28
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0351 - Westward Elementary School	School Improvement Funds	495.0	\$7,213.28
			<i>Notes: Pending SAC Approval</i>			
					Total:	\$7,213.28