



## Westward Elementary School

1101 GOLF AVE, West Palm Beach, FL 33401

[www.edline.net/pages/westward\\_elementary](http://www.edline.net/pages/westward_elementary)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

92%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>38</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>41</b>
Professional Development Opportunities	42
Technical Assistance Items	44
<b>Appendix 3: Budget to Support Goals</b>	<b>45</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Westward Elementary International Magnet School encourages the development of knowledgeable, principled, and caring 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers utilize student profile sheets to learn more about their students backgrounds and cultures. The beginning of the school year provides opportunities for students share about themselves with their classmates and teachers. Various group builder exercises and Kagan strategies are utilized by teachers to accomplish this.

Additionally our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work as a part of our IB program and thematic units

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school will share during the first weeks of school the School wide behavioral expectations, the universal attention signal, and the universal guidelines that will shape the culture of the school to provide a safe and respectful environment. This is a part of our School wide Positive Behavior Support program. The school incorporates the Single School culture program addresses academics, behavior, and climate.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment



Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

Articulation of academic targets – unpacking of standards

Development of a data stream

Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)

Alignment of curriculum/instruction/assessment to standards

Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

Reduces risk factors for students and promotes positive factors

Recognizes and values the contributions of all: staff, students, and parents

Promotes an atmosphere that encourages positive relationships among all stakeholder groups

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

- The Westward Elementary Universal Guidelines and behavior matrix taught the first week of school in all classrooms and twice a year a Code of Conduct Assembly will be held to ensure students are aware of school expectations.
- Ensure teachers that are having challenges with classroom management are trained in Classroom management strategies such as CHAMPS, etc.

**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

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  
 One or more suspensions, whether in school or out of school  
 Course failure in English Language Arts or mathematics  
 A Level 1 score on the statewide, standardized assessments in English Language Arts  
 A Level 1 score on the statewide, standardized assessments in Mathematics

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	11	18	8	10	10	74
One or more suspensions	8	12	12	23	33	23	111
Course failure in ELA or Math	43	52	23	7	5	6	136
Level 1 on statewide assessment	0	0	0	66	45	50	161
Level 1 on statewide Math Assessment	0	0	0	48	30	46	124

*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	
Students exhibiting two or more indicators	12	13	8	22	24	24	103

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

In order to improve the academic performance of student identified by the early warning system Westward Elementary will utilize:

- SAI- Supplemental Academic Instruction Support
- LLI- Level Literacy Intervention System
- Tutorials
- SBT
- Guidance Counselor referrals and conferences
- Student/ Teacher Data Chats
- Teacher/ Administrator Data Chats
- Community Resources (i.e. Parent Child Center, Multicultural Department)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Westward has a community resource person on staff to promote and sustain partnerships with various organizations to assist with resources that will benefit students and the achievement efforts of the school. The resource person identifies organizations or persons in the community and share with them the mission and needs of the school. He will give various suggestions of how the organization may provide assistance that promote student achievement. Additionally of organization initiate a desire to assist the school, the community resource person follows up with the interested party and helps to devise a plan of how assistance can be given.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**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
Miller, Kashamba	Assistant Principal
Parise, Victoria	Instructional Coach
Beneby, Bernadette	Instructional Coach
Bullard, April	Guidance Counselor
Hall, Kim	Teacher, ESE
Fagan, Pauline	Teacher, K-12
Duval, Nehemie	Instructional Coach

**Duties**

**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 3-5  
 Kashamba Miller - Assistant Principal: Assists Principal in overseeing all aspects of the school; Academic focus for grades K-2  
 Nehemie Duval - Literacy Coach: Provides instructional support for Literacy for grades 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 and oversight of VPK registration.

April (Lowery) Bullard - Guidance Counselor: School Wide Positive Behavior Support Lead & School Based Team Leader

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

Pauline (Nembhard) 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.

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

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

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

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

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

\*Problem Solving & Response to Intervention Project 2008

Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengthens and weaknesses of intensive programs
- mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

***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.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response to Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

\*Problem Solving & Response to Intervention Project 2008

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

Title I, Part A-Improving the Academic Achievement of the Disadvantaged. Instruction based on proven educational models and provided by highly qualified teachers and paraprofessionals. Provide opportunities for parents through family involvement programs. At Westward, the Title I, Part A allocation is used to pay for resources and materials (personnel, supplies, tutorial, professional development, parent training refreshments, etc.) to support the purpose of Title I and the goals of the school's School Improvement Plan.

Supplemental Academic Instruction (SAI)-State categorical funding identified in Florida State Statute §1011.62 has been set aside to provide supplemental academic instruction to students in kindergarten through grade 5. In Palm Beach County, at the elementary level, these funds are used to provide one SAI teacher at each elementary school for the purpose of helping students progress successfully from grade to grade. Here at Westward Elementary our SAI teacher works with our low performing students in grades 3 and 4.

We collaborate with various agencies to assist with student needs such as Boys Town, Parent Child Center, and the Department of Children and Families to name a few. We also utilize services and agencies (First United Bank, Chick-Fil-A, Trinity United Methodist Church, City of West Palm Beach, etc. to promote business and community involvement.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Camile Bunche	Parent
Charles Edwards	Education Support Employee
Donnell Parks	Parent
Shatavia Hughes	Parent
Sabrina Dortch	Parent
Kathy Harvey - Hughes	Parent
Victoria Parise	Teacher
Debra McKean	Teacher
Micheleine Talegrand	Parent
Bobbie Brooks	Principal

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Each year the SAC reviews the School Improvement Plan from the previous year along with overseeing changes and modification being made for the current year.

*Development of this school improvement plan*

The SAC committee oversees the collaborative development of the plan along with giving the final approval. Continuous updates to the plan will be presented to the SAC for their input and approval.

*Preparation of the school's annual budget and plan*

The annual budget is reviewed with the SAC committee prior to requesting approval of the School Improvement Plan. As updates or modifications are made the SAC committee must vote to give approval of the changes.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There were no school improvement funds allocated last year. However the following guidelines would apply:

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes



*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Harrison, Michelle	Instructional Coach
Thompson, Maureen	Teacher, K-12
McIntosh, Tambia	Teacher, K-12
Miller, Kashamba	Assistant Principal
Brooks, Bobbie	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

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

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Receive recommendations from human resources staff, attend district sponsored job fairs, build a relationship with local colleges (education department), assign mentoring teachers to new educators, professional development course offerings, weekly grade level collaborative planning and learning team meetings, participation in the Educator Support Program. Responsible persons: Principal and/or Assistant Principal.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Educator Support Program (ESP), the program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The goal of the ESP is to improve the initial teaching experience of newly hired educators thereby having a positive impact on student learning. This is accomplished by supporting the new educators in the

development of instructional and other professional practices. The program components are designed to provide support to new educators as they master the criteria of the Florida Educator Accomplished Practices (FEAPs).

To assist in orienting ESP participants to the Marzano Observation and Evaluation System, ESP participants will be asked to complete a self-paced course titled Marzano and the Educator Support Program. This course will provide the participant with critical/helpful information for observations that school based administrators will be conducting when they visit the participant's classroom.

The mentors are experienced educators that are assigned to new teachers based on the grade level taught or the academic coaching support that they provide to the new educator.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
  - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
  - Creating a schedule with an uninterrupted 90 minute reading block
  - Creating a schedule with an additional 60 minute reading block (option for extended day)
  - Creating a schedule with an uninterrupted 45-60 minute writing block
  - Providing iii instruction based on student needs
  - Providing instruction aligned with the Language Arts Florida Standards for their grade level
  - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
  - Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
  - Creating units of study based on current data
  - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
  - Students self-selecting texts based on RRR levels
  - Students receiving push-in/pull out services for ESE/ELL
  - Providing LLI (Leveled Literacy Intervention) instruction - upon teachers being trained with the LLI systems
  - Providing Process and Strategy charts for reminders of teaching



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 840

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

**Strategy Rationale**

Extended time offered for Math for those student who need more assistance with numerical fluency and problem solving skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Parise, Victoria, victoria.parise@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed. Math fluency will also be a prominent focus for this population of students using resources such as FASST Math and/or V Math Live.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

60 additional minutes of Literacy instruction each day to address gaps in learning for those below proficiency level and enrichment for those above the proficiency level.

**Strategy Rationale**

Greater targeted instruction for students who are below proficiency levels and enrichment for those achieving proficiency or higher

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Michelle, michelle.harrison@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Monitoring of Reading Running Records assessments and the assessment score for the units of study

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

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

**Strategy Rationale**

Providing extra support to move students above the proficiency score who are close but not quite there yet.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Michelle, michelle.harrison@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will take benchmark assessments that reflect the content that was taught. The tutorial will use student data from assessments given during the regular school day to guide the critical benchmarks that need to be addressed.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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), which includes information about our kindergarten program and literature on how to prepare their child for 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.

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

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.

**College and Career Readiness**

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

NA

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

NA

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase data-driven differentiated instruction and inquiry-based learning.
- G2.** Increase positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase data-driven differentiated instruction and inquiry-based learning.** 1a

G042328

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	65.0
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	43.0

**Resources Available to Support the Goal** 2

- Reading Online Programs (Learning A to Z and/or Reading Plus)
- Reading Coach
- Reading Resource Teachers
- Math Coach
- Math Resource Teacher
- Performance Matters Assessment System
- Student Response Systems - Clickers
- IB Magnet Coordinator
- Math Online Program (V-Math and/or Reflex Math)
- Khan Academy
- Think Central- Science, Math
- Common Planning Time
- Planning Guides
- Question Stems
- Webbs Depth of Knowledge
- IB Structures

**Targeted Barriers to Achieving the Goal** 3

- Unfamiliarity with the New Florida Standards
- Teachers lacking experience in using data to plan differentiated instruction

**Plan to Monitor Progress Toward G1. 8**

Information from Performance Matters.

**Person Responsible**

Bobbie Brooks

**Schedule**

Quarterly, from 9/30/2014 to 6/5/2015

***Evidence of Completion***

Reviewing standardized assessments, reading running records, FAIR testing throughout the year.

**G2. Increase positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders.** 1a

G040890

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	68.0
Attendance Below 90%	6.0
One or More Suspensions	13.0
Math Gains	65.0
AMO Math - All Students	57.0
AMO Reading - All Students	58.0
FCAT 2.0 Science Proficiency	43.0

**Resources Available to Support the Goal** 2

- Business partnerships
- Socialization
- School-wide Positive Behavior Support
- Community Involvement
- Volunteers
- Team work/ Collaboration
- Hospitality Committee
- Staff Recognition
- Positive past experience

**Targeted Barriers to Achieving the Goal** 3

- Lack of effective and timely communication with all stakeholders

**Plan to Monitor Progress Toward G2.** 8

Climate Survey (safe schools) and Stakeholder Survey (pre, specified check points and post)

**Person Responsible**

April Bullard

**Schedule**

Every 2 Months, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Stakeholder survey feedback results; Climate survey results (safe schools); Increase in community involvement and business partners

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase data-driven differentiated instruction and inquiry-based learning. **1**

 G042328

**G1.B4** Unfamiliarity with the New Florida Standards **2**

 B103947

**G1.B4.S1** Aligning unpacked standards, learning goals, and scales to inquiry based learning. **4**

 S116225

### Strategy Rationale

Teachers become familiar with the standards and units of inquiry. This will encourage the pedagogy and higher order questions needed to deepen our students knowledge and critical thinking. Further, these practices will differentiate instruction to meet the diverse needs of the student population.

### Action Step 1 **5**

Literacy coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.

#### Person Responsible

Nehemie Duval

#### Schedule

Weekly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Coaching Logs



**Action Step 2** 5

Math coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.

**Person Responsible**

Victoria Parise

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Coaching Logs

**Action Step 3** 5

Magnet Coordinator will facilitate training on inquiry based learning and IB protocols

**Person Responsible**

Bernadette Beneby

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student portfolios and IB units of study planners

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Support staff will provide documents on a monthly basis.

**Person Responsible**

Maureen Thompson

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***

Agendas, Lesson Plans, Coaches Meeting Logs, Professional Development training.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Monitor School Data 3rd through 5th Grade for Math; Split K-2

**Person Responsible**

Bobbie Brooks

**Schedule**

Monthly, from 9/26/2014 to 6/5/2015

***Evidence of Completion***

Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Monitor School Data for 3rd - 5th grade for Reading; Split K-2

**Person Responsible**

Kashamba Miller


**Schedule**

Monthly, from 9/26/2014 to 6/5/2015


***Evidence of Completion***

Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing

**G1.B12** Teachers lacking experience in using data to plan differentiated instruction **2**

 B125586

**G1.B12.S1** Develop teacher's knowledge and application of effectively using data to plan and implement differentiated instruction. **4**

 S137456

**Strategy Rationale**

Training of teachers in providing differentiation using data that is followed up with practice in the classrooms

**Action Step 1** **5**

The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLI; Writing; Cohort trainings; Area 4 - 5th Grade Science Instructional Strategies PD; Area 4 - Math Weekly Common Planning Sessions by grade level).

**Person Responsible**

Bobbie Brooks

**Schedule**

On 12/19/2014

**Evidence of Completion**

Reports from Curriculum department; TDEs/Agendas; Sign In sheets for Math Common Planning

**Action Step 2** **5**

The SBLT will collect details on the application and expected outcomes for all professional learning that teachers have received.

**Person Responsible**

Nehemie Duval

**Schedule**

Monthly, from 10/17/2014 to 4/30/2015

**Evidence of Completion**

Agendas, Summary notes

### Action Step 3 5

The SBLT, Area/Curriculum/Transformation Teams will develop "look fors" checklist/tools on the application and expected outcomes for all professional learning that teachers have received.

#### **Person Responsible**

Victoria Parise

#### **Schedule**

Biweekly, from 10/23/2014 to 4/23/2015

#### **Evidence of Completion**

"Look fors" for Reading, Math, Science, and Writing; Assistance from Transformation and Area 4 specialists

### Action Step 4 5

The SBLT will meet with teachers to share "look fors" checklists/tools to ensure that teachers have an understanding of the application and expected outcomes of their professional learning to classroom practice. i.e., "PD in Practice."

#### **Person Responsible**

Victoria Parise

#### **Schedule**

Biweekly, from 11/6/2014 to 4/16/2015

#### **Evidence of Completion**

Common planning agendas & minutes

### Action Step 5 5

The SBLT/Area/Transformation Teams will develop a plan to monitor the application and expected outcomes of the teachers' professional learning experiences to classroom application. i.e., "PD in Practice."

#### **Person Responsible**

Kashamba Miller

#### **Schedule**

Biweekly, from 11/13/2014 to 4/23/2015

#### **Evidence of Completion**

Observation schedules, iObservation data

### Action Step 6 5

The SBLT/Area/Transformation will monitor and collect data about the implementation of the teachers' professional learning (PD) in classroom application (practice) through classroom walkthroughs, informal observations, formal observations and student work samples.

#### **Person Responsible**

Bobbie Brooks

#### **Schedule**

Biweekly, from 11/13/2014 to 4/30/2015

#### **Evidence of Completion**

iObservation data from walkthroughs & look fors

### Action Step 7 5

The SBLT will provide feedback to all teachers on the application of their professional learning to instructional practices within the classroom.

#### **Person Responsible**

Kashamba Miller

#### **Schedule**

Weekly, from 10/16/2014 to 4/30/2015

#### **Evidence of Completion**

iObservation feedback; Coaches feedback

### Action Step 8 5

Based on the data collected from classroom walkthroughs and formal observations, Academic Coaches will develop a support plan for teachers using the Coaching Continuum.

#### **Person Responsible**

Nehemie Duval

#### **Schedule**

Biweekly, from 10/23/2014 to 5/14/2015

#### **Evidence of Completion**

Look For sheets and feedback forms

**Action Step 9** 5

The SBLT/Area/Transformation Teams will monitor the effectiveness of the Academic Coaches support through follow-up classroom walkthroughs, informal observations, and formal observations.

**Person Responsible**

Bobbie Brooks

**Schedule**

Biweekly, from 11/6/2014 to 4/16/2015

***Evidence of Completion***

Data Chat Notes; Assessment Data; Observation data

**Action Step 10** 5

Students will use an online reading program such as Learning A to Z, Reading Plus, and/or iStation for assisting in differentiating instruction.

**Person Responsible**

Nehemie Duval

**Schedule**

***Evidence of Completion***

Teacher class reports that monitor student progress

**Action Step 11** 5

Students will use an online math fluency program such as Kahn Academy for assisting in differentiating instruction.

**Person Responsible**

Victoria Parise

**Schedule**

Weekly, from 10/6/2014 to 5/22/2015

***Evidence of Completion***

Teacher class reports that monitor student progress

**Plan to Monitor Fidelity of Implementation of G1.B12.S1** 6

Confirm Actions are completed and evidence is gathered

**Person Responsible**

Kashamba Miller

**Schedule**

Monthly, from 12/1/2014 to 4/30/2015

***Evidence of Completion***

Notebook containing - Feedback forms, Observation data, Look fors, Training lists, Training Summaries

**Plan to Monitor Effectiveness of Implementation of G1.B12.S1** 7

Student Assessment results

**Person Responsible**

Bobbie Brooks


**Schedule**

Biweekly, from 10/23/2014 to 4/23/2015

***Evidence of Completion***

Student Assessment results

**G1.B12.S2** Use personnel to provide small group instruction for students during school day and extended learning opportunities **4**

 S141219

### **Strategy Rationale**

Students are grouped based on their achievement levels and receive targeted instruction based on their needs

### **Action Step 1** **5**

Reading resource teacher will provide small group differentiated instruction for students who performing significantly below grade level.

#### **Person Responsible**

Tambia McIntosh

#### **Schedule**

Daily, from 9/15/2014 to 6/5/2015

#### **Evidence of Completion**

Teacher roster and schedule; EDW data; School Based Team documentation

### **Action Step 2** **5**

Reading resource teacher will provide small group differentiated instruction for students who performing slightly below grade level.

#### **Person Responsible**

Nehemie Duval

#### **Schedule**

Weekly, from 1/26/2015 to 3/27/2015

#### **Evidence of Completion**

Log sheet; Observations



**Action Step 3** 5

Math resource teacher will provide small group differentiated instruction for students who performing just under grade level.

**Person Responsible**

Victoria Parise

**Schedule**

Weekly, from 2/2/2015 to 3/27/2015

**Evidence of Completion**

Log sheets; Observations; Assessment data

**Action Step 4** 5

Math tutorials will be provided to assist students identified in the lowest 25% from FY14 data.

**Person Responsible**

Victoria Parise

**Schedule**

Weekly, from 2/2/2015 to 3/27/2015

**Evidence of Completion**

Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans

**Action Step 5** 5

Saturday Tutorials for Math & Reading

**Person Responsible**

Nehemie Duval

**Schedule**

Weekly, from 1/31/2015 to 3/28/2015

**Evidence of Completion**

Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B12.S2** 6

Teaching Schedules & Logs

**Person Responsible**

Maureen Thompson

**Schedule**

Biweekly, from 11/6/2014 to 5/21/2015

***Evidence of Completion***

Teaching Schedules & Logs

**Plan to Monitor Effectiveness of Implementation of G1.B12.S2** 7

Tracking of student progression

**Person Responsible**

Tambia McIntosh

**Schedule**

Biweekly, from 11/20/2014 to 5/8/2015

***Evidence of Completion***

Student Progression data

**G2.** Increase positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders. 1

G040890

**G2.B1** Lack of effective and timely communication with all stakeholders 2

B099193

**G2.B1.S1** Develop a school-wide standardized protocol for notifications, events and action required tasks. 4

S114122

### Strategy Rationale

A structured system for communication that has clearly defined expectations will have a positive impact on the school climate

### Action Step 1 5

Introduce the purpose of Westward's Communication Protocol Plan during the faculty meeting

#### Person Responsible

Michelle Harrison

#### Schedule

On 9/8/2014

#### Evidence of Completion

Agenda and Sign-in Sheet for Faculty Meeting

### Action Step 2 5

Discuss and collaborate on the components of Westward's Communication Protocol Plan (LTM)

#### Person Responsible

Victoria Parise

#### Schedule

Daily, from 9/9/2014 to 10/20/2014

#### Evidence of Completion

Agenda and Sign-In Sheets; Idea Chart from each grade level

**Action Step 3** 5

Design the Westward's Communication Protocol Plan by the school based leadership team

**Person Responsible**

Pauline Fagan

**Schedule**

Daily, from 10/20/2014 to 10/24/2014

**Evidence of Completion**

Westward's Communication Protocol

**Action Step 4** 5

Present the Westward's Communication Protocol Plan to the staff for feedback

**Person Responsible**

Bernadette Beneby

**Schedule**

Every 2 Months, from 11/3/2014 to 5/4/2015

**Evidence of Completion**

Survey

**Action Step 5** 5

Revise protocol plan, as needed

**Person Responsible**

Kim Hall

**Schedule**

Biweekly, from 11/6/2014 to 5/7/2015

**Evidence of Completion**

Final Protocol Plan

**Action Step 6** 5

Present final Westward's Communication Protocol Plan (Faculty Meeting)

**Person Responsible**

Kashamba Miller

**Schedule**

On 11/3/2014

**Evidence of Completion**

Agenda and Sign-In Sheets; Final Protocol Plan

**Action Step 7** 5

Implement Westward's Communication Protocol Plan

**Person Responsible**

Bobbie Brooks

**Schedule**

Daily, from 11/10/2014 to 6/5/2015

**Evidence of Completion**

Westward's Communication Protocol Plan on Google Drive

**Action Step 8** 5

Increase efforts to reach out and communicate with parents, business partners, and community leaders showcasing the school as well as identifying needs.

**Person Responsible**

Terri Rose

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Letters, Emails, Call out reports, Communication documentation

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Check Google Drive for updates

**Person Responsible**

Bobbie Brooks

**Schedule**

Biweekly, from 10/23/2014 to 6/5/2015

**Evidence of Completion**

Google Drive (Data)

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Ongoing Survey to evaluate the effectiveness of Westward's Communication Protocol Plan

**Person Responsible**

Maureen Thompson

**Schedule**

Every 6 Weeks, from 11/7/2014 to 6/5/2015

**Evidence of Completion**

Feedback from surveys sent to a random selection of stakeholders (10-15)

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Introduce the purpose of Westward's Communication Protocol Plan during the faculty meeting	Harrison, Michelle	9/8/2014	Agenda and Sign-in Sheet for Faculty Meeting	9/8/2014 one-time
G1.B4.S1.A1	Literacy coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.	Duval, Nehemie	9/1/2014	Coaching Logs	6/5/2015 weekly
G1.B12.S1.A1	The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLI; Writing; Cohort trainings; Area 4 - 5th Grade Science Instructional Strategies PD; Area 4 - Math Weekly Common Planning Sessions by grade level).	Brooks, Bobbie	10/10/2014	Reports from Curriculum department; TDEs/Agendas; Sign In sheets for Math Common Planning	12/19/2014 one-time

**Palm Beach - 0351 - Westward Elementary School - 2014-15 SIP**

*Westward Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B12.S2.A1	Reading resource teacher will provide small group differentiated instruction for students who performing significantly below grade level.	McIntosh, Tambia	9/15/2014	Teacher roster and schedule; EDW data; School Based Team documentation	6/5/2015 daily
G2.B1.S1.A2	Discuss and collaborate on the components of Westward's Communication Protocol Plan (LTM)	Parise, Victoria	9/9/2014	Agenda and Sign-In Sheets; Idea Chart from each grade level	10/20/2014 daily
G1.B4.S1.A2	Math coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.	Parise, Victoria	9/1/2014	Coaching Logs	6/5/2015 weekly
G1.B12.S1.A2	The SBLT will collect details on the application and expected outcomes for all professional learning that teachers have received.	Duval, Nehemie	10/17/2014	Agendas, Summary notes	4/30/2015 monthly
G1.B12.S2.A2	Reading resource teacher will provide small group differentiated instruction for students who performing slightly below grade level.	Duval, Nehemie	1/26/2015	Log sheet; Observations	3/27/2015 weekly
G2.B1.S1.A3	Design the Westward's Communication Protocol Plan by the school based leadership team	Fagan, Pauline	10/20/2014	Westward's Communication Protocol	10/24/2014 daily
G1.B4.S1.A3	Magnet Coordinator will facilitate training on inquiry based learning and IB protocols	Beneby, Bernadette	8/18/2014	Student portfolios and IB units of study planners	6/5/2015 monthly
G1.B12.S1.A3	The SBLT, Area/Curriculum/ Transformation Teams will develop "look fors" checklist/tools on the application and expected outcomes for all professional learning that teachers have received.	Parise, Victoria	10/23/2014	"Look fors" for Reading, Math, Science, and Writing; Assistance from Transformation and Area 4 specialists	4/23/2015 biweekly
G1.B12.S2.A3	Math resource teacher will provide small group differentiated instruction for students who performing just under grade level.	Parise, Victoria	2/2/2015	Log sheets; Observations; Assessment data	3/27/2015 weekly
G2.B1.S1.A4	Present the Westward's Communication Protocol Plan to the staff for feedback	Beneby, Bernadette	11/3/2014	Survey	5/4/2015 every-2-months
G1.B12.S1.A4	The SBLT will meet with teachers to share "look fors" checklists/tools to ensure that teachers have an understanding of the application and expected outcomes of their professional learning to classroom practice. i.e., "PD in Practice."	Parise, Victoria	11/6/2014	Common planning agendas & minutes	4/16/2015 biweekly
G1.B12.S2.A4	Math tutorials will be provided to assist students identified in the lowest 25% from FY14 data.	Parise, Victoria	2/2/2015	Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans	3/27/2015 weekly
G2.B1.S1.A5	Revise protocol plan, as needed	Hall, Kim	11/6/2014	Final Protocol Plan	5/7/2015 biweekly
G1.B12.S1.A5	The SBLT/Area/Transformation Teams will develop a plan to monitor the application and expected outcomes of the teachers' professional learning experiences to classroom application. i.e., "PD in Practice."	Miller, Kashamba	11/13/2014	Observation schedules, iObservation data	4/23/2015 biweekly
G1.B12.S2.A5	Saturday Tutorials for Math & Reading	Duval, Nehemie	1/31/2015	Student and teacher sign in sheets; Pre & Post Assessment data; Lesson Plans	3/28/2015 weekly

**Palm Beach - 0351 - Westward Elementary School - 2014-15 SIP**

*Westward Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A6	Present final Westward's Communication Protocol Plan (Faculty Meeting)	Miller, Kashamba	11/3/2014	Agenda and Sign-In Sheets; Final Protocol Plan	11/3/2014 one-time
G1.B12.S1.A6	The SBLT/Area/Transformation will monitor and collect data about the implementation of the teachers' professional learning (PD) in classroom application (practice) through classroom walkthroughs, informal observations, formal observations and student work samples.	Brooks, Bobbie	11/13/2014	iObservation data from walkthroughs & look fors	4/30/2015 biweekly
G2.B1.S1.A7	Implement Westward's Communication Protocol Plan	Brooks, Bobbie	11/10/2014	Westward's Communication Protocol Plan on Google Drive	6/5/2015 daily
G1.B12.S1.A7	The SBLT will provide feedback to all teachers on the application of their professional learning to instructional practices within the classroom.	Miller, Kashamba	10/16/2014	iObservation feedback; Coaches feedback	4/30/2015 weekly
G2.B1.S1.A8	Increase efforts to reach out and communicate with parents, business partners, and community leaders showcasing the school as well as identifying needs.	Rose, Terri	8/18/2014	Letters, Emails, Call out reports, Communication documentation	6/5/2015 biweekly
G1.B12.S1.A8	Based on the data collected from classroom walkthroughs and formal observations, Academic Coaches will develop a support plan for teachers using the Coaching Continuum.	Duval, Nehemie	10/23/2014	Look For sheets and feedback forms	5/14/2015 biweekly
G1.B12.S1.A9	The SBLT/Area/Transformation Teams will monitor the effectiveness of the Academic Coaches support through follow-up classroom walkthroughs, informal observations, and formal observations.	Brooks, Bobbie	11/6/2014	Data Chat Notes; Assessment Data; Observation data	4/16/2015 biweekly
G1.B12.S1.A10	Students will use an online reading program such as Learning A to Z, Reading Plus, and/or iStation for assisting in differentiating instruction.	Duval, Nehemie	Teacher class reports that monitor student progress	one-time	
G1.B12.S1.A11	Students will use an online math fluency program such as Kahn Academy for assisting in differentiating instruction.	Parise, Victoria	10/6/2014	Teacher class reports that monitor student progress	5/22/2015 weekly
G1.MA1	Information from Performance Matters.	Brooks, Bobbie	9/30/2014	Reviewing standardized assessments, reading running records, FAIR testing throughout the year.	6/5/2015 quarterly
G1.B4.S1.MA1	Monitor School Data 3rd through 5th Grade for Math; Split K-2	Brooks, Bobbie	9/26/2014	Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing	6/5/2015 monthly
G1.B4.S1.MA3	Monitor School Data for 3rd - 5th grade for Reading; Split K-2	Miller, Kashamba	9/26/2014	Classroom Walk Through, Observations, Student Work, School Data, FAIR Testing	6/5/2015 monthly
G1.B4.S1.MA1	Support staff will provide documents on a monthly basis.	Thompson, Maureen	9/26/2014	Agendas, Lesson Plans, Coaches Meeting Logs, Professional Development training.	5/29/2015 monthly
G1.B12.S1.MA1	Student Assessment results	Brooks, Bobbie	10/23/2014	Student Assessment results	4/23/2015 biweekly
G1.B12.S1.MA1	Confirm Actions are completed and evidence is gathered	Miller, Kashamba	12/1/2014	Notebook containing - Feedback forms, Observation data, Look fors, Training lists, Training Summaries	4/30/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B12.S2.MA1	Tracking of student progression	McIntosh, Tambia	11/20/2014	Student Progression data	5/8/2015 biweekly
G1.B12.S2.MA1	Teaching Schedules & Logs	Thompson, Maureen	11/6/2014	Teaching Schedules & Logs	5/21/2015 biweekly
G2.MA1	Climate Survey (safe schools) and Stakeholder Survey (pre, specified check points and post)	Bullard, April	9/8/2014	Stakeholder survey feedback results; Climate survey results (safe schools); Increase in community involvement and business partners	6/5/2015 every-2-months
G2.B1.S1.MA1	Ongoing Survey to evaluate the effectiveness of Westward's Communication Protocol Plan	Thompson, Maureen	11/7/2014	Feedback from surveys sent to a random selection of stakeholders (10-15)	6/5/2015 every-6-weeks
G2.B1.S1.MA1	Check Google Drive for updates	Brooks, Bobbie	10/23/2014	Google Drive (Data)	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Increase data-driven differentiated instruction and inquiry-based learning.

#### G1.B4 Unfamiliarity with the New Florida Standards

##### G1.B4.S1 Aligning unpacked standards, learning goals, and scales to inquiry based learning.

#### PD Opportunity 1

Literacy coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.

#### Facilitator

Literacy Coach

#### Participants

All homeroom teachers

#### Schedule

Weekly, from 9/1/2014 to 6/5/2015

#### PD Opportunity 2

Math coach will lead and facilitate the unpacking of the Florida Standards and model for teachers the best practices for instruction for developing higher order thinking.

#### Facilitator

Victoria Parise

#### Participants

All homeroom teachers

#### Schedule

Weekly, from 9/1/2014 to 6/5/2015

**G1.B12** Teachers lacking experience in using data to plan differentiated instruction

**G1.B12.S1** Develop teacher's knowledge and application of effectively using data to plan and implement differentiated instruction.

**PD Opportunity 1**

The SBLT will inventory all the professional learning opportunities that teachers have received. (i.e. RRR 1 and 2; Small Group D.I.; Vocabulary Instruction; LLI; Writing; Cohort trainings; Area 4 - 5th Grade Science Instructional Strategies PD; Area 4 - Math Weekly Common Planning Sessions by grade level).

**Facilitator**

Curriculum Department; Area 4 Specialists

**Participants**

All teachers in K-2 & Literacy Teachers for grades 3-5; Math Teachers for Common planning grades 3-5

**Schedule**

On 12/19/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase data-driven differentiated instruction and inquiry-based learning.	193,004
<b>Goal 2:</b> Increase positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders.	33,613
<b>Grand Total</b>	<b>226,617</b>

### Goal 1: Increase data-driven differentiated instruction and inquiry-based learning.

Description	Source	Total
<b>B4.S1.A1</b> - Salary & Benefits	Title I Part A	36,529
<b>B4.S1.A1</b> - Travel	Title I Part A	250
<b>B4.S1.A1</b> - Supplies: Paper, ink, anchor charts, folders, binders, tabs/dividers, storage crates/baskets, sticky notes, paper clips, highlighters	Title I Part A	500
<b>B4.S1.A1</b> - Substitutes for teachers	Title I Part A	517
<b>B4.S1.A2</b> - Salary & Benefits	Title I Part A	36,529
<b>B4.S1.A2</b> - Supplies: ink paper, storage bags/baskets/crates, markers, chart paper, white boards, pencils, folders, binders	Title I Part A	4,148
<b>B12.S1.A10</b> - Learning A to Z, Reading Plus, and/or iStation online subscription	Title I Part A	3,000
<b>B12.S1.A11</b> - Online Math Subscription	Title I Part A	3,000
<b>B12.S1.A11</b> - Mobi pads or iPads	Title I Part A	3,000
<b>B12.S2.A1</b> - Salary & Benefits	Title I Part A	32,939
<b>B12.S2.A2</b> - Salary & Benefits	Title I Part A	32,939
<b>B12.S2.A3</b> - Benefits & Salary	Title I Part A	32,939
<b>B12.S2.A4</b> - Salary & Benefits	Title I Part A	3,547
<b>B12.S2.A5</b> - Salary & Benefits	Title I Part A	3,167
<b>Total Goal 1</b>		<b>193,004</b>

**Goal 2: Increase positive school-wide culture and morale through meeting the social-emotional needs of all stakeholders.**

<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S1.A8</b> - Salary	Title I Part A	29,863
<b>B1.S1.A8</b> - Supplies	Title I Part A	3,500
<b>B1.S1.A8</b> - Postage & Freight	Title I Part A	250
<b>Total Goal 2</b>		<b>33,613</b>