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**Title I Comprehensive Schoolwide Plan**  
**WESTWARD ELEMENTARY SCHOOL (0351)**

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# ELA

## 1. List prioritized needs statements.

FY25 Most recent iReady diagnostic data results show 47% of the kindergarten students performing 1 year below grade level FY25 Most recent iReady diagnostic data results show 70% of the 1st grade students performing 1 year below grade level & 3% 2+ years below grade level FY25 Most recent iReady diagnostic data results show 30% of the 2nd grade students performing 1 year below grade level & 29% 2+ years below grade level FY25 FAST PM2 Overall data shows that 77% of 3rd graders are performing below proficiency in reading FY25 FAST PM2 Overall data shows that 76% of 4th graders are performing below proficiency in reading FY25 FAST PM2 Overall data shows that 72% of 5th graders are performing below proficiency in reading

## 2. List the root causes for the needs assessment statements you prioritized.

Kinder: Large group of ELL students and kinder students have difficulty using classroom technology First: Students lack foundational skills, large number had no exposure to pre-k, limited parental support Second: Limited phonemic awareness – Difficulty recognizing and manipulating sounds in words. Weak decoding skills – Struggling to connect letters to sounds and blend them into words. Poor vocabulary knowledge – Limited word meanings make comprehension difficult. Working memory issues – Trouble holding and processing information while reading. Slow processing speed – Difficulty keeping up with reading pace and fluency. Attention difficulties (ADHD) – Trouble focusing can lead to poor comprehension. Self-regulation challenges – Frustration with difficult texts may lead to avoidance or acting out. Teachers still trying to fully grasp all components of Benchmark system and conduct small group lessons consistently. 3rd: lacking foundational skills and home support, along with attendance and tardy concerns. Many of these students were unable to close the gap and reach proficiency on second grade standards. 4th: Estimated 11 students were promoted to 4th grade due to various good cause exemptions, which led to those students struggling due to missing several weeks of core instruction on top of lacking foundational skills. Lack of home support and attendance issues also play a factor. 5th: struggle with reading comprehension issues even when they can decode words. Lack of exposure to diverse words and concepts also hinder their comprehension. Lack of home support and attendance issues also play a factor.

### 3. Share possible solutions that address the root causes.

Provide additional foundational skills (phonics, decoding, encoding, fluency/comprehension) by way of tutorials and training fine arts teachers to provide additional small group support. Also, providing teachers with opportunities to collaborate using cohorts. Coaches attend specialized training in order to be able to provide and facilitate instructional support and improvement of instructional skills to teachers. Teachers will be provided opportunity for additional Benchmark training and will be provided with opportunities to participate in professional development around small group instruction. District and State personnel also provide instructional and best practice support to coaches and teachers through the PLC meetings and small group coaching seminars. Monthly professional development opportunities are provided to teachers and coaches to promote and increase student success. In addition, opportunities for grade level collaborative planning are provided. Explicit Phonics Instruction – Systematic teaching of letter-sound relationships using programs like Foundations. Also, Implement cohort strategies for small groups, increase access to books, and gamify reading practice to make it more fun and engaging. Share ELA strategies with parents to use at home to support learning.

### 4. How will school strengthen the PFEP to support ELA?

#### • Communication

Westward Elementary will continue to communicate with parents using a variety of methods (social media, callouts, email, text messages, Class dojo, etc.). Communication will continue to be provided in parents' native language/language of comfortability. There are 3 primary languages that the our families communicate in; English, Spanish, and Haitian Creole. Information/translation is provided to families/parents as much as possible. Haitian Creole as well as Spanish speaking CLF are always invited to family daytime and nighttime events, parent conferences, and IEP/504 meetings. Westward Elementary will develop a system for sharing student progress with parents to ensure they are receiving this information in a timely manner. Parents will also be informed where they can locate student progress reports and report cards as these items are no longer printed and given to students/parents for distribution. Parents will also receive training on how they can support their child's learning in the home setting.

#### • Parent Training

Parents/families are invited to data meetings where they learn how to read and understand their child's data and the significance of it. They are invited to literacy night (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs), in order to learn skills, activities, and strategies that will allow them to assist their children with academic tasks at home. Parents are also invited to math and science data and strategy meetings in order to help them be able to support their scholars in the home setting. Additionally, parents will receive training on iReady (reading) and other district online resources. Parents are familiarized with the District Parent Portal and all of the resources that are available (how to sign on, navigate, and access, etc.). Parents are taught how to register for SIS Gateway in order to access student information such as progress reports, report cards, and other pertinent student information.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

### • School

Westward Elementary is fully committed to providing a safe environment conducive to learning & opportunities for Skills for Learning & Life development (SLL), provide high-quality curriculum and instruction, respect and value cultural differences of students and families, communicate effectively and frequently with students and their families, promote a family-friendly atmosphere that is welcoming. Westward is committed to providing activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs). Focusing on these skills will help to build the foundational skills students need to become proficient reader

### • Students

Students are committed to coming to school dressed appropriately, being properly prepared, demonstrating a positive attitude, daily, completing all home/classwork daily, obeying school and class rules and showing respect for all people. Students are also committed to reporting dangerous situations, taking pride in their home, school, and community, reading every night, working on math fluency every night, and working with their parents/families on limiting their use of electronic devices for non-school related activities. Students are committed to using the activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

### • Parents

Parents are committed to ensuring that their scholar(s) attend school regularly and on time, that they're prepared with all the materials they need, they will monitor all assignments, read to/with scholar every night, monitor/limit TV watching, social media, and electronic device usage, communicate with school frequently and conference with teacher each trimester. Parents are also committed to limiting early pick-ups for scholars. Parents are committed to supporting the use of the activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs), such as iReady.

### • Staff Training

Teachers will be provided with training that emphasizes and encourages them to use various ways to communicate with parents, such as Class Dojo, which will improve communication with families. Teachers will also receive training on how to have effective data chats with families and how to provide them tools and strategies that will help families support their scholars' at home learning. Trainings will be focused on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

- Accessibility

Westward Elementary will provide accommodations for families who speak languages other than English. CLFs will translate documents into parents' native language. Information sent out by administration via ParentLink will also be translated into the 3 primary languages that the families at Westward speak and understand. If there is a family that speak a language other than those of our CLFs, school will collaborate with the multicultural office to provide language services for them. If there are parents/guardians with disabilities, accommodations will be provided for them so that they may fully participate in school activities. Westward Elementary will also provide support to families experiencing homelessness and families engaged in migratory work as needed. Additionally, school Liaisons communicate with district personnel regarding the academic performance of students in foster care and students who are experiencing homelessness.

## Math

1. List prioritized needs statements.

According to the FY25 FAST PM 2 Data 80% of 5th Grade Students are performing below proficiency According to the FY25 FAST PM 2 Data 73% of 4th Grade Students are performing below proficiency According to the FY25 FAST PM 2 Data 81% of 3rd Grade Students are performing below proficiency According to the FY25 Star Math PM 2 results 84% of kindergarten students are performing below proficiency According to the FY25 Star Math PM 2 results 85% of 1st grade students are performing below proficiency According to the FY25 Star Math PM 2 results 77% of 2nd grade students are performing below proficiency

## 2. List the root causes for the needs assessment statements you prioritized.

Some root causes for our 3rd-5th grade students performing below proficiency in math include: Lack of understanding of place value, difficulty with regrouping (carrying/borrowing), curriculum pacing too fast. Weak reading comprehension skills: Students may struggle to understand the context of the problem. Struggling to translate words into mathematical equations. Students in 5th grade are weak in their foundational skills. Students in the 5th grade struggle with the complexity of fifth grade reading texts. Students lack math fluency, foundational skills. Additionally, there is limited time for spiral review. Additionally, a lack of conceptual knowledge and foundation skills in number sense and operations are observed. There are a lot of gaps that need to be addressed. Not enough time in the math block to address primary and secondary skills. Some root causes for our K-2nd grade students performing below proficiency in math include: There is a large group of ELL students and there is a language barrier, students have a difficult time utilizing the technology effectively for academic purposes, and a difficulty counting 1 on 1. Additional root causes include: Math foundational skills Struggles with subitizing, Lack of understanding place value, Struggles with comparing numbers and understanding "more than" or "less than, Limited Early Exposure to Math Concepts, Difficulty understanding math vocabulary, Lack of understanding of place value, Difficulty with regrouping (carrying/borrowing), Curriculum pacing too fast, Weak reading comprehension skills, students may struggle to understand the context of the problem, Struggling to translate words into mathematical equations Coaches will collaborate with teachers to effectively pace lessons in order to maximize student comprehension of skills being taught.

## 3. Share possible solutions that address the root causes.

3rd-5th: -Tutorials (after school and Saturday) -Striving Panthers (target lowest 30%) -Iready incentives -Attendance Incentives (students and teachers) -Assigning specific Iready lessons to target skills taught from the lesson. -Parent Involvement (Data night) -Professional development for teachers to teach different skills (math coach, teacher leaders, District Math Cadres) -Fine Arts Teachers pushing in working in small groups with specific students on fluency -Math Coach targeting proficiency, bubble, and lowest 30% -Math Coach co-teaching and modeling -Modified student grouping for targeting students -District Support Personal for teacher and coaching support -ESE teachers pushing in and pulling out K-2nd: small group assessments visual cues small group or 1-1 assistance with technology-- manipulatives scratch paper attending scheduled conferences parent workshop Strengthening Number Sense Development Integrate Math into Everyday Activities Use manipulatives like base-ten blocks to represent numbers. Explicitly teach the value of each digit (ones, tens, hundreds). Provide lots of practice breaking down and composing numbers. Break down the regrouping process into smaller steps. Use visual aids and manipulatives to demonstrate how to "trade" tens for ones, etc. Provide plenty of guided practice with regrouping. If possible, adjust the pacing to allow more time for students to master foundational skills. Provide differentiated instruction to meet the needs of all learners. Integrate reading comprehension strategies into math lessons. Teach students how to identify key information and understand the context of the problem. Teach students how to translate key words (e.g., "sum," "difference," "total") into mathematical operations. Use visual representations like bar models to help students visualize the problem.

## 4. How will school strengthen the PFEP to support Math?

- **Communication**

Westward Elementary will continue to communicate with parents using a variety of methods (social media, callouts, email, text messages, Class dojo, etc.). Communication will continue to be provided in parents' native language/language of comfortability. There are 3 primary languages that the our families communicate in; English, Spanish, and Haitian Creole. Information/translation is provided to families/parents as much as possible. Haitian Creole as well as Spanish speaking CLF are always invited to family daytime and nighttime events, parent conferences, and IEP/504 meetings. Westward Elementary will develop a system for sharing student progress with parents to ensure they are receiving this information in a timely manner. Parents will also be informed where they can locate student progress reports and report cards as these items are no longer printed and given to students/parents for distribution. Parents will also receive training on how they can support their child's learning in the home setting.

- **Parent Training**

Parents/families are invited to data meetings where they learn how to read and understand their child's data and the significance of it. They are invited to literacy night (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs), in order to learn skills, activities, and strategies that will allow them to assist their children with academic tasks at home. Parents are also invited to math and science data and strategy meetings in order to help them be able to support their scholars in the home setting. Additionally, parents will receive training on iReady (reading) and other district online resources. Parents are familiarized with the District Parent Portal and all of the resources that are available (how to sign on, navigate, and access, etc.). Parents are taught how to register for SIS Gateway in order to access student information such as progress reports, report cards, and other pertinent student information.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Westward Elementary is committed to providing a safe environment conducive to learning & opportunities for Skills for Learning & Life development (SLL), provide high-quality curriculum and instruction, respect and value cultural differences of students and families, communicate effectively and frequently with students and their families, promote a family-friendly atmosphere that is welcoming. Westward is committed to providing activities and resources that focus on foundational skills (math fluency, word problem strategies, math vocabulary, etc.). Focusing on these skills will help to build the foundational skills students need to become proficient in the area of math.

- **Students**

Students are committed to coming to school dressed appropriately, being properly prepared, demonstrating a positive attitude, daily, completing all home/classwork daily, obeying school rules and showing respect for all people, reporting dangerous situations, taking pride in home, school, and community, reading every night, working on math fluency every night, and completing iReady lessons with fidelity. Students are committed to using the activities and resources that focus on foundational skills (math fluency, word problem strategies, math vocabulary, etc.)

- **Parents**

Parents are committed to ensuring that their scholar(s) attend school regularly and on time, that they're prepared with all the materials they need, they will monitor all assignments, read to/with scholar every night, monitor/limit TV watching, social media, and electronic device usage, communicate with school frequently and conference with teacher each trimester. Parents are also committed to limiting early pick-ups for scholars. Parents are committed to supporting the use of the activities and resources that focus on foundational skills (math fluency, word problem strategies, math vocabulary, etc.).

- **Staff Training**

Teachers will be provided with training that emphasizes and encourages them to use various ways to communicate with parents, such as Class Dojo, which will improve communication with families. Teachers will be trained on how to support parents to help their child's learning at home. Trainings will be focused on foundational math skills (math fluency, word problem strategies, math vocabulary, etc.). Staff also will receive professional development in areas of concern.

- **Accessibility**

Westward Elementary will provide accommodations for families who speak languages other than English. CLFs will translate documents into parents' native language. Information sent out by administration via ParentLink will also be provided in the 3 primary languages that the families at Westward speak and understand; English, Spanish, and Haitian Creole. If there is a family that speak a language other than those of our CLFs, school will collaborate with the multicultural office to provide language services for them. If there are parents/guardians with disabilities accommodations will be provided for them so that they may fully participate in school activities. Westward Elementary will also provide support to families experiencing homelessness and families engaged in migratory work as needed.

## **Science**

### 1. List prioritized needs statements.

According to FY25 Science Diagnostic Data 5th grade students are demonstrating 44% overall proficiency in the area of science. FY 21-22 81% of our students scored below proficiency on the science assessment FY 22-23 72% of our students scored below proficiency on the science assessment FY 23-24 62 % of our students scored below proficiency on the science assessment FY 24-25 56% of our students scored below proficiency on our winter diagnostic test.

### 2. List the root causes for the needs assessment statements you prioritized.

There are new, inexperienced teachers in 4th and 5th grade science rotations who have limited instructional knowledge of the curriculum. There is also a new science textbook that was adopted and teachers are adjusting to the new curriculum. Student attendance is another root cause as well as that fact that not all standards were covered at the point of the diagnostic assessment. . Additional root causes include: 3rd and 4th grade instructional time for Science is reduced to give more time for ELA and Math, therefore students have limited science contact and background knowledge/experience by the time they get to 5th grade. Students need to be exposed to science/scientific experiences, information, etc., in grades K-2. Lack background knowledge. Lack of hands on lessons (Labs) 3rd and 4th grade Lack of Exposure to Science Vocabulary, all grade levels, especially 3rd and 4th. K-5 need exposure to nature of science. Teachers need professional development on effect science instruction, teaching vocabulary (K-5) School lacks manipulatives and materials to provide hands-on lessons to students on a regular basis.

### 3. Share possible solutions that address the root causes.

Possible solutions that address the root causes include: Incorporating more resources into the curriculum, Reviewing and reteaching fair-game standards in small group settings, Saturday science tutorial or "boot camps" during spring break or other non-school days, Small Group pull-out to focus on science knowledge/skills/vocabulary, Field trips based upon science standards, Science lab lessons, continued student exposure to and use of PendaLearning, SLA opportunities, and More hands on activities. Other possible solutions are to utilize science notebooks, train/model for students how to create student-generated anchor charts. The science resource teacher will collaborate with the newer science teachers to ensure that they understand the science curriculum and are providing science instruction with fidelity. School will provide lab lessons to students that incorporate hands-on lessons.

### 4. How will school strengthen the PFEP to support Science?

- **Communication**

Westward Elementary will continue to communicate with parents using a variety of methods (social media, callouts, email, text messages, Class dojo, etc.). Communication will continue to be provided in parents' native language/language of comfortability. There are 3 primary languages that the our families communicate in; English, Spanish, and Haitian Creole. Information/translation is provided to families/parents as much as possible. Haitian Creole as well as Spanish speaking CLF are always invited to family daytime and nighttime events, parent conferences, and IEP/504 meetings. Westward Elementary will develop a system for sharing student progress with parents to ensure they are receiving this information in a timely manner. Parents will also be informed where they can locate student progress reports and report cards as these items are no longer printed and given to students/parents for distribution. Parents will also receive training on how they can support their child's learning in the home setting.

- **Parent Training**

Parents will be invited to data meetings where they'll learn how to read and understand their child's data and the significance of it. They will be invited to literacy, math, and science nights (scientific process, vocabulary, science fair, etc.) in order to learn skills, activities, and strategies that will allow them to assist their children with science-based academic tasks at home. Familiarize parents with Penda Learning to support science concepts. Familiarize parents with the District Parent Portal and all of the resources that are available (how to sign on, navigate, and access, etc.). Teach parents how to register for SIS Gateway in order to access student information.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Westward Elementary is committed to providing a safe environment conducive to learning & opportunities for Skills for Learning & Life development (SLL), provide high-quality curriculum and instruction, respect and value cultural differences of students and families, communicate effectively and frequently with students and their families, promote a family-friendly atmosphere that is welcoming. Westward is committed to providing activities and resources that focus on foundational skills (scientific practice materials, scientific method, scientific vocabulary, various area of science i.e. nature of science, plants, etc.). Focusing on these skills will help to build the foundational skills students need to become proficient in the area of science.

- **Students**

Students are committed to coming to school dressed appropriately, being properly prepared, demonstrating a positive attitude, daily, complete all home/classwork daily, obey school rules and show respect for all people, report dangerous situations, take pride in home, school, and community, read every night, work on math fluency every night. Students are committed to using the activities and resources that focus on foundational skills (scientific process/thinking, strategies, vocabulary, etc.) Students are also committed to complete homework assignments as assigned every night.

- **Parents**

Parents are committed to ensuring that their scholar(s) attend school regularly and on time, that they're prepared with all the materials they need, they will monitor all assignments, read to/with scholar every night, monitor/limit TV watching, social media, and electronic device usage, communicate with school frequently and conference with teacher each trimester. Parents are also committed to limiting early pick-ups for scholars. Parents are committed to supporting the use of the activities and resources that focus on foundational skills (scientific process/thinking, strategies, scientific method, scientific vocabulary, etc.).

- **Staff Training**

Provide teacher with training to emphasize and encourage teachers to use Class Dojo to improve communication with families. Train teachers on how to support parents to help their child's learning at home focused on foundational skills (scientific process, vocabulary, science fair criteria and expectations). Train teachers on PENDA Learning and what the students see/experience while interacting with the tool. Additionally, provide teachers with professional development on the new science curriculum so they'll have a better grasp on it and be more knowledgeable providing instruction to scholars. Also, seek support from the PD team to have lessons modeled for teachers on the new curriculum.

- **Accessibility**

Westward Elementary will provide accommodations for families who speak languages other than English. CLFs will translate documents into parents' native language. Information sent out by administration via ParentLink will also be provided in the 3 primary languages that the families at Westward speak and understand; English, Spanish, and Haitian Creole. If there is a family that speaks a language other than those of our CLFs, school will collaborate with the multicultural office to provide language services for them. If there are parents/guardians with disabilities accommodations will be provided for them so that they may fully participate in school activities. Westward Elementary will also provide support to families experiencing homelessness and families engaged in migratory work as needed.

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: **\$200,876.00**

Acct Description	Description																													
Resource Teacher	The Reading Resource Teacher, grades 3-5, will provide small group instruction, supplemental & intensive support, baselines; and push-in/pull-out instruction to students based on tiered needs.																													
Resource Teacher	The Math Resource Teacher (K-5) will provide small group instruction, supplemental & intensive support, baselines; Push in/pull out based on tiered needs.																													
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 820 1285 943">Item</th> <th data-bbox="1289 820 1430 943">Quantity</th> <th data-bbox="1434 820 1598 943">Rate</th> <th data-bbox="1602 820 1772 943">Supply Type</th> <th data-bbox="1776 820 1900 943">Type</th> <th data-bbox="1904 820 2024 943">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 946 1285 1057">Copy Paper</td> <td data-bbox="1289 946 1430 1057">1</td> <td data-bbox="1434 946 1598 1057">\$1,800.00</td> <td data-bbox="1602 946 1772 1057">General Supplies</td> <td data-bbox="1776 946 1900 1057">Original</td> <td data-bbox="1904 946 2024 1057">\$1,800.00</td> </tr> <tr> <td data-bbox="432 1060 1285 1252">General Supplies: pre sharpened pencils, pens, stickies, paper, chart pads, folders, markers (dry erase markers), cardstock, binders, dividers, pencil pouches, student whiteboards, erasers.</td> <td data-bbox="1289 1060 1430 1252">1</td> <td data-bbox="1434 1060 1598 1252">\$2,406.25</td> <td data-bbox="1602 1060 1772 1252">General Supplies</td> <td data-bbox="1776 1060 1900 1252">Original</td> <td data-bbox="1904 1060 2024 1252">\$2,406.25</td> </tr> <tr> <td data-bbox="432 1255 1285 1365">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1289 1255 1430 1365">1</td> <td data-bbox="1434 1255 1598 1365">\$5,913.75</td> <td data-bbox="1602 1255 1772 1365">General Supplies</td> <td data-bbox="1776 1255 1900 1365">Other</td> <td data-bbox="1904 1255 2024 1365">\$5,913.75</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Copy Paper	1	\$1,800.00	General Supplies	Original	\$1,800.00	General Supplies: pre sharpened pencils, pens, stickies, paper, chart pads, folders, markers (dry erase markers), cardstock, binders, dividers, pencil pouches, student whiteboards, erasers.	1	\$2,406.25	General Supplies	Original	\$2,406.25	Adjustment - benefits credit and final allocation.	1	\$5,913.75	General Supplies	Other	\$5,913.75
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Tutorial	<table border="1"> <thead> <tr> <th data-bbox="420 203 1010 293">Item</th> <th data-bbox="1012 203 1161 293">Quantity</th> <th data-bbox="1163 203 1278 293">Rate</th> <th data-bbox="1281 203 1379 293">Days</th> <th data-bbox="1381 203 1488 293">Hours</th> <th data-bbox="1491 203 1612 293">Weeks</th> <th data-bbox="1614 203 1761 293">Certified</th> <th data-bbox="1764 203 1892 293">Type</th> <th data-bbox="1894 203 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total											
	Certified teachers will facilitate Saturday Tutorial for Grades 3-5 in ELA & Math to remediate classroom concepts. Will begin in February 7 - April 25 /(10 Saturdays). No tutorial before and during Spring Break	7	\$37.00	1	3.5	12	Certified	Original	\$10,878.00										
	Certified teachers will facilitate Tuesday & Thursday Tutorial for Grades 3-5 in ELA & Math to remediate classroom concepts. Will begin in April 6 - April 30 (8 days) from 2:15 - 3:30	7	\$37.00	2	1.5	4	Certified	Original	\$3,108.00										
Resource Teacher	The Reading Resource Teacher (K-2) will provide small group instruction, supplemental & intensive support, baselines, and Push in/pull-out instruction to students based on tiered needs.																		

## Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

**Budget Total: \$94,134.00**

Acct Description	Description
Coach	The ELA Coach (3-5) will co-facilitate PLCs, provide coaching support through modeling and co-teaching, and provide feedback, and professional learning.

<b>Acct Description</b>	<b>Description</b>
Coach	The Math Coach (K-5) will co-facilitate PLCs, provide coaching support through modeling and co-teaching, and provide feedback and professional learning.

## Action Step: Parent Engagement

A strong partnership between home and school is essential for student success. Westward Elementary is committed to actively engaging parents as valued collaborators in their children's education, fostering a supportive and connected learning environment for all.

**Budget Total: \$4,971.50**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Refreshments-Food for three Parent Engagement Trainings (approximately \$100 per training).	3	\$100.00	Program Supplies	Original	\$300.00
	Manipulatives for Science Night Experiments and Hands On activities	1	\$750.00	Manipulatives	Original	\$750.00
	General Supplies: Copy paper, color paper, cardstock, markers, crayons, pens, pencils, flip chart paper, stickies, dry erase markers.	1	\$1,000.00	General Supplies	Original	\$1,000.00
	Student Agendas to support home-school connection and support parent engagement.	550	\$2.85	Program Supplies	Original	\$1,567.50

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers to provide parent support at Parent Engagement Trainings (in the PFEP)	3	\$25.00	3	1.5	3	Certified	Original	\$1,013.00	

## Mission Statement

### 1. Mission Statement

At Westward Elementary International Baccalaureate Magnet School, we value our families and their input into the development of our school's Parent & Family Engagement Plan and recognize the vital role that families play as the first and best teachers of our scholars. The purpose of our Parent and Family Engagement Plan (PFEP) is to strengthen the collaborative bond between the school and families so as to help our scholars achieve to their greatest potential academically, behaviorally, and socially (Skills for Learning and Life). We are committed to involving parents/guardians in shared decision-making and encouraging them to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is welcoming for parents/guardian, and establishing the school as the center of the community.

## Involvement of Stakeholders

Name	Title
Andrea Walker	Principal
Jessica Jelks	Assistant Principal
Tameisha Collins	Parent
Kim Woodard	ESE Contact
Jimeka Patillo	SAC Co-Chair & Math Coach

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

Stakeholders are invited to attend and participate in SAC meetings via ParentLink (call, email, and/or text message). At our SAC meetings, stakeholders are informed of the need of stakeholders from all areas of the community (parents/guardians, school staff, business partners, etc.) and are invited to be members that represent each group. After having been provided with information regarding the need for stakeholders from various areas of the community, those in attendance are invited to self-nominate or to nominate another stakeholder to be a member of SAC. Once nominations are concluded and stakeholders have accepted the nominations, current members of SAC vote to approve the nominations. Members then agree to participate in the decision-making process and to attend stakeholder meetings throughout the school year. Stakeholders are made aware of the importance and necessity of their input and reminded that their input is vital, appreciated and will benefit our student body and the school community as a whole. All stakeholders are invited to attend these meetings.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

At the first or 2nd SAC meeting of FY26, the SWP Stakeholder Input Meeting Google Slide presentation will be shared with stakeholders to include review of Parent/School Compact, school data (academic, behavioral, absentee, etc.), and of the CNA process. Stakeholders will be presented with the opportunity to provide input into each of the areas that will be reviewed and presented. Stakeholders will be invited to jointly develop the Schoolwide Plan (CNA/SWP/PFEP). The Leadership CNA meeting took place on January 22, 2025, staff CNA meeting took place February 11, 2025, and the stakeholder meeting on February 20, 2025. Stakeholder feedback for the CNA/SWP/PFEP was captured on the meeting Recording Template.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input into how Title 1 funding will support parent and family engagement through their attendance and participation in SAC meetings. At these meetings, stakeholders agreed that Title 1 funds will be used to provide various family engagement activities such as supplies for parent trainings/meetings, refreshments for parents for data nights, math/science, and literacy nights, and communication (postage and agendas).

Name	Title
Jessica Jelks	Assistant Principal
Andrea Walker	Principal
Nehemie Duval	Reading Coach
Donna Russo	Resource Teacher
Bernadette Beneby-Coleman	Magnet Coordinator
Tameisha Collins	Parent

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

The Title 1 Annual Meeting will be held on or about October 7, 2025 at 6:15 p.m. in the media center at Westward Elementary.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Stakeholders, parents, teachers, and the community, will be notified of the Annual Meeting call out, text, flyers, email, and ClassDojo.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The resources that will be prepared for the Annual Meeting are laptop computer, Smart Board, Google Slides Presentation, handouts, survey, invitations, agenda, sign-in sheets, Power Point Presentation, handouts, and parent evaluations. . Additionally, the PFEP summary as well as the School-Parent Compact will be shared and discussed with stakeholders during the Annual Meeting.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Skills for Learning & Life for Families and Caregivers

- What specific strategy, skill or program will staff learn to implement with families?

By participating in this training, teachers will learn SLL skills/strategies to implement with families to support them in deepening conversations at home. An example of the topics of discussion are: Self-Management - How to help their child respond to feelings and stay engaged in their learning. Additionally, parents will be provided with handouts/documents and/or websites that will allow them to find information that will assist them in helping improve their child's Skills for Learning and Life.

- What is the expected impact of this training on family engagement?

As a result of the training and as a result of the teachers conveying the information to parents, they will be able to help their child(ren) manage their SLL state of being and make responsible decisions that will positively impact their child's learning.

- What will teachers submit as evidence of implementation?

As evidence of teachers sharing the information with the parents, they will provide administration with samples of parent-teacher conference notes stating SLL strategies/documents/information that was shared with parents to use at home and the gist of the conversation that was had regarding SLL. An alternate means of sharing this information with parents that teachers can provide as evidence is a screenshot from their ClassDojo page showing that they've shared SLL information with parents/guardians.

- Month of Training

September 2025

- Responsible Person(s)

Dionne Smith, Frantz Lamour, Jessica Jelks, and Andrea Walker

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Data Chats for Parents

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to better understand, utilize, and share data with parents in a way for them to understand and utilize the data to assist their children with learning in the home setting. Teachers will learn how to access and disaggregate data from various assessments (FSQs, USAs, iReady, etc.) and will be able to share this data with parents. Teachers will then be able to provide parents with specific academic (reading/math) strategies, assignments, practice items that parents can utilize with their students at home to strengthen student academic skills. Parents will be able to utilize the data that will be shared with them to assist their children with successfully and accurately completing academic tasks in the home setting. Teachers will learn/be able to disaggregate FSQ/USA, iReady data, etc., and share the results with the parents for the purposes of the parents understanding where their child is performing academically. Additionally, teachers and parents will set academic goals for their students based upon the data. Teachers will provide parents with online strategies, activities, and resources (e.g. sight words, activity cards, academically-focused games, etc.) in order to work towards the goals and impact learning.

- What is the expected impact of this training on family engagement?

The expected impact is that parents will be able to better understand and utilize the data to assist their children with learning in the home setting. Parents will be able to utilize the data that was presented to assist their children with accurately and successfully completing academic tasks in the home setting; student data outcomes will improve.

- What will teachers submit as evidence of implementation?

Teachers will provide conference notes outlining what was discussed regarding skills that students acquired, as well as the data that was shared with parents. Teachers may also include in the notes online strategies, activities, and resources (e.g. sight words, activity cards, academically-focused games, etc.) that were shared in order to assist parents with helping their students work towards the goals and impact learning.

- Month of Training

January or February 2026

- Responsible Person(s)

Nehemie Duval, Jimeka Patillo, Donna Russo, Terrill Ridgell, Andrea Walker, Jessica Jelks

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Data Chats and Academic Information Meetings

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to access their child's data from iReady, as well as FSQ and USA data in order to understand where their children are performing academically. Additionally, parents will be helped to understand the prescribed number of lessons that their child should be completing in order to support their learning at home. In order to support student learning at home, the specific strategy/skill/program that will be implemented will allow parents to utilize and understand the specific data they were provided with as it is related to their own child. They will be able to read the data, understand what it means, and have meaningful data discussions with their children. The specific strategy or skill the parent will learn is how to read the data pieces that are sent home with students. Parents will understand the various electronic tools/programs and games to use at home with their children in order to help improve their academic skills.

- Describe the interactive hands-on component of the training.

Parents will have hands-on data analysis. During the training, they will be provided access to a laptop/Chromebook in order to navigate through the resource/academic websites that will be provided to them during the training. Parents will be provided with a variety of electronic tools and games, as well as hands-on tools and games to utilize with their children.

- What is the expected impact of this training on student achievement?

The expected impact of this training is that parents will be able to utilize the resources and strategies that will be provided to them in order to target critical student content. Students will demonstrate a greater awareness of their academic performance. Student achievement will improve as evidenced by iReady diagnostic, as well as FSQ and USA data and formative classroom assessments.

- Date of Training

October 2025

- Responsible Person(s)

Nehemie Duval, Jimeka Patillo, Terrill Ridgell, Donna Russo, Andrea Walker, Jessica Jelks

- Resources and Materials

Handouts and electronic resources for parents will be provided to use with their scholars.

- Amount (e.g. \$10.00)

\$200

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Pastries with Parents Math & Literacy Meeting

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be provided with specific strategies, skills, and/or programs that will help them be able to assist their scholars with strengthening their math and literacy skills. These skills, strategies, tools, and academic games will be provided to them by teachers and coaches. The specific tools that parents will receive to aid their student's learning will be items such as fraction bars, multiplication tables, place value charts, and counting frames. Parents will be taught how to use real-world mathematical problems and situations, such as shopping, restaurants, calculating distances when driving, etc. Parents will also learn the skill of turning on the closed caption feature on their television requiring students to read, as well as how to help students read in real-world situations such as reading a menu, reading labels at the grocery store, and reading street signs, etc. Parents will also be provided with ELA question stems to aid in comprehension and ELA vocabulary.

- Describe the interactive hands-on component of the training.

Parents will be provided with tools they'll be able to use with their children in order to support reading and math at home. These tools will be demonstrated and utilized during the training in order to give parents practice using them.

- What is the expected impact of this training on student achievement?

Parents will be able to utilize the resources and strategies that were provided to them in order to target critical student content. Students will demonstrate a greater awareness of their academic performance.

- **Date of Training**

February 2026

- **Responsible Person(s)**

Nehemie Duval, Donna Russo, Terrill Ridgell, Andrea Walker, Jessica Jelks, Jimeka Patillo

- **Resources and Materials**

Handouts and electronic resources for parents to use with students will be provided.

- **Amount (e.g. \$10.00)**

\$350 refreshments, \$200 supplies

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

STEM Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents will be provided with specific strategies, skills, and/or programs that will help them be able to assist their scholars with scientific inquiry-based learning. These skills, strategies, tools, and academic games will be provided to them by teachers and coaches. The specific skills that parents will learn are elementary science benchmark question stems, virtual scientific tools, and scientific vocabulary. Families will participate in hands-on scientific activities by rotating through several stations.

- Describe the interactive hands-on component of the training.

The interactive hands-on component will be the use of electronic resources during the training that will provide parents with a variety of tools to utilize with their children. Families will also participate in the annual Egg Drop Competition. Families will need to build a contraption that protects the egg as its dropped to ensure that it won't break.

- What is the expected impact of this training on student achievement?

The expected impact is that parents will be able to utilize the resources and strategies that will be provided to them in order to target critical student content. It is expected that students will demonstrate a greater awareness of their academic performance.

- Date of Training

March 2026

- Responsible Person(s)

Terrill Ridgell, Jimeka Patillo, Nehemie Duval, Jessica Jelks, Andrea Walker

- Resources and Materials

Handouts and electronic resources will be provided to parents for use with students/scholars. Eggs, plastic wrap, straws, paper towels, and other items to build egg protection contraption.

- Amount (e.g. \$10.00)

\$400 supplies, \$150 refreshments

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Homeless/MVP

- Describe how agency/organization supports families.

Evidence of assistance of MVP providing resources and referrals for the families, homeless report, emails regarding transportation referrals/arrangements, Title 1 Annual Meeting information.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails from MVP, homeless report, Title 1 annual meeting information, homeless flyer.

- Frequency

Ongoing

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

When a family whose first language is not English enters our school, we collaborate with the Multicultural Department to assist with the translation of educational documents so that the parents can have access to them in their native language. The Multicultural Department also assists families with translating educational documents that are brought from their home country. This assists the school in placing the students in appropriate programs and grade level classes.

- Based on the description list the documentation you will provide to showcase this partnership.

Educationally-relevant documents are translated for parents from English into their native language and documents that are needed for school admittance are translated from the native language to English. Evidence of partnerships that may be collected are meeting notes from planning meetings and conference notes from meetings where parents received support. Additionally, flyers advertising school events, documents such as parent pick-up forms, and Parent-School Compact, etc., are also translated into Spanish and Haitian Creole.

- Frequency

Ongoing

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Boys and Girls Club of America

- Describe how agency/organization supports families.

A representative from the Boys and Girls Club attends SAC meetings, shares information about services with families, contacts families regarding progress reports and tutorial services they can provide to their child.

- Based on the description list the documentation you will provide to showcase this partnership.

Parent meeting agendas, emails, SAC meeting minutes, flyers, etc.

- Frequency

Ongoing

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Stakeholders will be informed about Title I programs in a timely manner by receiving invitational flyers in their native language, emails and text messages using the Parent Link system, and ClassDojo.. Additional information will be provided to parents about Title I programs via the Title I Annual Meeting and during monthly SAC meetings. We completed the stakeholders meeting on CNA and PFEP input meetings.

- List evidence that you will upload based on your description.

Copies of flyers, emails, and call out transmissions, etc. Also, snapshots of Class Dojo posts and copies of sign-in sheets.

- Description

All information will be provided via participation in Parent Data Meetings, literacy & math nights, science nights, and SAC meetings. Parents will also receive information concerning the progress of their child via report cards, progress reports, and individual parent conferences. Parents will be informed about the curriculum at Open House as well.

- List evidence that you will upload based on your description.

Sign-in sheets, agenda, handouts from curriculum/data chat night.

- **Description**

Stakeholders (parents) will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards through SAC meetings, literacy & math nights, science nights, parent data nights, mid-term progress reports, report cards, as well as parent/teacher conferences.

- **List evidence that you will upload based on your description.**

Progress Reports, Report Cards, iReady Reports and/or Renaissance STAR Student Report

- **Description**

Stakeholders (parents) will be informed about opportunities for regular meetings to formulate suggestions and to participate in decision relating to the education of their children by receiving invitation flyers in their native language, emails & text messages using the Parent Link system, and Class Dojo. Parents will always be given opportunity for input through evaluation and survey. Additionally, parent/teacher conferences, IEP, EP, & ELL meetings, and SAC meetings will be utilized to inform parents about opportunities to participate in decision-making related to the education of their children.

- **List evidence that you will upload based on your description.**

Copies of flyers, conference notes, emails & text call out transmissions (ParentLink). Copies of sign-in sheets, meetings (IEP, EP, ELL, etc.) and/or conference notes.

- **Description**

By using the results of the previous year's Title I Survey, meetings are scheduled during times that are convenient for parents. Some are scheduled in the morning or afternoon while others are scheduled in the evening hours. Home visits will also be conducted when deemed necessary by administration.

- **List evidence that you will upload based on your description.**

Copies of flyers, e-mail/text transmissions, copies of sign-in sheets, invitations with links to virtual meetings or trainings.

# Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

The CLFs presence will be requested at all meetings. Documents that go home to parents will be translated into parents' native language by the CLFs (Spanish and Haitian Creole). Westward will collaborate with the District translation office to have family information available in languages other than the 3 predominant ones as necessary.

- List evidence that you will upload based on your description.

Translated documents, School Parent Compact and PFEP in Other Language.

- Description

All necessary accommodations will be made for parents with disabilities. If a parent is hearing impaired, for example, a request will be made to have an ASL translator present at the meeting. Additionally, there are several handicap accessible parking spaces, restrooms, and walkways at our school, as well as an elevator.

- List evidence that you will upload based on your description.

Photos depicting handicapped parking, accessible bathroom, and accessible elevator.

- Description

Historically, there have not been families who are engaged in migratory work at Westward Elementary. However, if there are families on our campus who are engaged in migratory work, the school will work closely with the Migrant Education Program to ensure that the needs of the families are met. If applicable, CLF, along with a member of leadership staff, will conduct home visits to assist parents. Additionally, families will be provided with free school supplies, uniforms, and other school-related items as available and as needed.

- List evidence that you will upload based on your description.

Communication with District migrant office and communications with School Counselor will be made evident by notes and logs, etc. Copies of school uniform distribution log. Migrant brochures of services to families in all languages. Title I Annual Meeting Migrant Information and Migrant Report.

- Description

Westward has a lot of experience assisting families who are experiencing homelessness. Families that may be experiencing homelessness will be directed to our school counselor who will provide them with resources and information that will assist them with successful participation in the school setting. The school counselor will also assist with arranging transportation for the students. The data processor will assist the caregivers of students who are homeless with the registration process in order to assist the student in beginning school as soon as possible. We will work with the District Office to ensure services are provided to targeted families. Additionally, families will be provided with free school supplies, uniforms, and other school-related items as available and as needed.

- List evidence that you will upload based on your description.

Ongoing communication with District McKenny-Vento office and communications with School Counselor will be documented. Copies of school uniform distribution log. McKinney Vento flyer of services to families in all languages.

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

## 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Westward Elementary offers various after school clubs that provide opportunities for students to have social interactions after school based upon their personal interests. The following clubs have been offered in previous years: drone (Learn all about Drone safety and operation), robotics (Build robots, make them move by themselves, drive them with remote controls, and compete with them), Student Council (Be involved in the affairs of Westward Elementary and the community), science/gardening (Explore how the natural world works through hands-on learning), cooking club (students in grades K-2 will learn how to safely select and prepare various healthy snacks and will learn about healthy eating habits), drumline and/or chorus club (students learn how to read music, work on collaborating with other musicians, and gain experience performing in musical productions), and etiquette club (students in grades K-5 will learn appropriate/proper etiquette in various settings).

- Westward's School Counselor and BHP hold small group counseling to work on the skills needed by students (problem solving, anger management, conflict resolution, self-esteem building, and SLL). There are several types of group counseling that are offered at Westward Elementary. The counseling groups may target such issues as: problem solving, anger management, conflict resolution, self-esteem building, and SLL. These counseling groups are in a small group setting led by the school counselor. SLL lessons are incorporated in the daily instruction at the beginning of each school day. Our IB Program also incorporates character development through our IB profiles and attitudes. These characteristics that assist in developing global citizens are highlighted each week through our morning announcements as well as being reinforced in the classrooms by the teachers. We have combined the stances for learning and the IB profiles and attitudes as a part of our School wide Positive Behavior Support plan. This plan involves students receiving virtual GOTCHA tickets for displaying the positive characteristics from the stances, profiles and attitudes. Every month students are able to earn prizes and awards for accumulating a given number of GOTCHA tickets for the month. This is a positive way to highlight and recognize students who are displaying behaviors that support the learning environment. Additionally, we have weekly GOTCHA winners for each class for students who obtain the most virtual GOTCHA tickets or show the best improvement.
- Operational school-based team will meet regularly to discuss students with barriers to academic and social success. Members of the team include administration, the Exceptional Student Education (ESE) contact, the English Speakers of Other Languages (ESOL) Coordinator, Supplemental Academic Instruction (SAI) teacher, school counselor, parents, classroom teachers, as well as teachers of students with special needs. The team discusses skills, strategies, and resources that may be utilized to assist students in improving their academic skills and social interactions. The focus of the team is to discuss the needs of the students individually and to formulate a plan as needed.
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. Some students need positive, small group, or one-to-one interactions with adults on a daily basis. The needs of such students are identified through the SBT process. Students in need of check-in/check-out services are paired with an adult who provides positive feedback to the student through daily interactions. The conversations may be academic and/or social in nature, based upon the need of the individual student.

\*SwPBS-- School wide Positive Behavior System--rewards students for demonstrating positive behavior. Students are awarded virtual G.O.T.C.H.A. tickets and are able to earn tangible & non-tangible rewards.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The Westward Elementary Universal Guidelines and behavior matrix is introduced and taught the first week of school in all classrooms and is reviewed on an ongoing basis. A school-wide PBIS Assembly is conducted twice a year ensure students are aware of school expectations. Teachers are provided CHAMPS classroom behavior training in scheduled Professional Learning Communities (PLCs) to address classroom challenges and develop daily procedures to alleviate behavior concerns. Some teachers are offered the opportunity to attend the District-provided, more intense, CHAMPS training. Through the School Based Teams (SBT) 3.0 process, a review of SBT tiered students is conducted and discussions of initiating referrals is also done with the teams input. The team convenes on a regular basis to discuss the strengths and needs of each student. Special attention is given to students who are performing at the lowest 25%. Students who appear to be struggling academically, behaviorally, emotionally, etc. are referred to School Based Team (SBT). When the SBT meets, the team discusses the overall progress of student/students. If an academic or behavioral deficit has been determined, the team may choose to implement a targeted supplemental intervention (Tier 2) to support the student/students' needs. Tier 1: Tier 1 academic services are provided to all students. These services are the core instruction (reading, writing, math, science, social studies). Tier 2: Students that are receiving Tier 2 (supplemental support) receive tier 1 academic services and additional supports based upon their individual needs, whether those needs are academic, behavioral, attendance, emotional, or socioeconomic (homelessness). Supplemental supports include the implementation of research-based interventions in student's designated area(s) of weakness. Data is collected in order to determine if the supports offered are beneficial, leading to successful growth. If supports offered are not proving successful, the SBT reconvenes to discuss the need for continued supplemental interventions or an intensive intervention. If provided supports are successful, the team then reconvenes to decide if there is a continued need for supplemental interventions, monitoring student progress, the need to fade, modify, or discontinue the intervention. Students for whom the supplemental interventions prove to be successful are moved back to a tier 1 (core instruction). Tier 3: Students who receive tier 3 instruction (intensive) will continue to receive tier 1 and tier 2 services with additional intensified research-based instruction. Only a few students may need services at this level. SAI teacher has absorbed many tier 3 students in her virtual setting in order to ensure that students are receiving their services and that their needs are met. In order to improve the academic performance of students identified by the early warning system Westward Elementary will utilize the following interventions for Tiers 2 and 3: • SAI- Supplemental Academic Instruction Support • LLI- Level Literacy Intervention System • Tutorials - During the School Day (Double Down) and Saturdays • SBT • School Counselor referrals and conferences • Student/ Teacher Data Chats • Teacher/ Administrator Data Chats • Community Resources (i.e. Parent Child Center, Multicultural Department) • Volunteers working with K-2 students in the area of reading As documentation we will collect: sign-in, agenda and notes

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Students are provided with multiple opportunities to enhance and enrich their learning beyond the school day. These opportunities are provided through participation in various after school clubs that are available. The following clubs are offered: drone (Learn all about Drone safety and operation), robotics (Build robots, make them move by themselves, drive them with remote controls, and compete with them), Student Council (Be involved in the affairs of Westward Elementary and the community), science/gardening (Explore how the natural world works through hands-on learning), cooking club (students in grades K-2 will learn how to safely select and prepare various healthy snacks and will learn about healthy eating habits) and etiquette club (students in grades K-5 will learn appropriate/proper etiquette in various settings). In addition to clubs, students are offered the opportunity to participate in tutorial programs outside of the school day, as well as in-school tutorial via the double-down method. Through double-down, students receive small group, guided academic instruction in the major core subjects at their instructional level. Students receive academic instruction at their grade level from the classroom teacher. By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. Our school creates ongoing opportunities for teachers to unpack the Florida B.E.S.T. Standards and to plan and discuss reading and writing, as well as math and science) 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. By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. 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 English Language Arts Florida Standards (B.E.S.T.)
  - 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 uninterrupted 30 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 upon reading level
  - 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 WES will collect flyers, sign-in sheet and club roster as well as pictures.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready. We provide our teachers and staff opportunities to participate in collaborative planning and instruction. Westward Elementary hosts an annual Career Day event in order to expose students to various careers that community members participate in. Community members participate either in person or virtually. Students also have the opportunity, pending meeting the criteria, to participate in an accelerated course offering in math with 3rd - 5th grade AMP (Accelerated Math Program). To document implementation, WES will have schedule, roster for AMP, and flyers for Career Day.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

Family members of older elementary school students are invited 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. We organize a classroom visit day for parents and students prior to enrollment in order to gain experience as to what the school day is like. We create a welcome packet to distribute during a parent orientation/open house (Kindergarten Kick Off) in the spring before transitioning to Kindergarten, which includes information about our kindergarten program and literature on how to prepare their child for the academic and behavioral expectations of the upcoming school year. A tour of the school and a Kindergarten classroom will also be given along with the expected outcomes of the completion of the Kindergarten program. As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Westward offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Westward Elementary, we engage in the following kindergarten transition activities: Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for enrolled VPK students (provided by the Dept. of Early Childhood Education). Holding open house for families of incoming kindergarten children Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray Having conversations with children about what kindergarten will be like Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher Providing home learning activities to families to help them prepare children for kindergarten entry All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. WES will have Kindergarten Kick Off documents/handouts and pictures as documentation.

## Professional Development

## 1. Professional Development

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student-centered, personalized environment, and empowered and supported through high expectations to be college and career-ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Provision of coverage for collaboration among teachers and coaches during school day. 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. Grade levels will also have weekly planning meeting after student dismissal to review school climate concerns, teacher evaluation protocols, review student progress, and plan team 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 Palm Beach Focused Model Evaluation System, ESP participants will complete a self-paced course based upon which ESP category they are enrolled in (Foundations or Accelerated). 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 who are assigned to new teachers based on the grade level taught or the academic coaching support that they provide to the new educator. Teachers at Westward will also receive IB training by certified IB presenters via face to face workshop or an online study. All teachers receive on going follow up PD by the Magnet Coordinator. All professional development sessions will continue to be offered in person. PLC meeting documentation will be collected and PDD documentation will be provided. Westward elementary receives curriculum support from both the North Region and District.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Recommendations are received 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, coaching support and learning team meetings, participation in the Educator Support Program. Responsible persons: Principal and/or Assistant Principal. 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 Palm Beach Focused Model 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. The school uses social media and the website to promote activities and events sponsored by Westward. WES works with Florida Atlantic University in order to recruit up and coming students who demonstrate the ability to complete their internship via obtaining a job. The AIT program allows these students to complete their internship, while gaining classroom experience, and receiving teacher pay. Teachers have opportunities to earn additional pay by sponsoring clubs, working in our 21st Century aftercare, and by participating in the after school tutorial programs that are offered. WES will collect ESP meeting agenda, Google Slides presentations, Teacher fest flyer and email to HR on job opening and vacancy.