Title I Comprehensive Schoolwide Plan

WESTWARD ELEMENTARY SCHOOL (0351)

ELA

1. List prioritized needs statements.

According to the Renaissance Consolidated Assessment Proficiency Report for Star Early Literacy (Kindergarten) & Star READING (1st & 2nd): FY26 KG performing at or above 50% proficiency: 57% Kindergarten below 50% proficiency: 43% 1st grade performing at or above 50% proficiency: 47% Below 50% proficiency: 53% 2nd grade performing at or above 50% proficiency: 38% Below 50% proficiency: 62% According to FY26 FAST PM1 & PM2 ELA overall 3-5 data: 88% (PM1) & 72% (PM2) of 3rd grade students are performing below proficiency in reading 80% (PM1) & 70% (PM2) of 4th graders are performing below level proficiency in reading 74% (PM1) & 64% (PM2) of 5th graders are performing below proficiency level in reading According to FY26 FAST PM1 & PM2 MATH overall data: 95% (PM1) & 85% (PM2) of 3rd grade students are performing below proficiency in math 96% (PM1) & 91% (PM2) of 4th graders are performing below level proficiency in math 91% (PM1) & 73%(PM2) of 5th graders are performing below proficiency level in math According to FY 26 5th Grade Science Diagnostic Data: 64% of students scored at or above proficienty while 36% scored below proficiency on our winter diagnostic test.

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

Intermediate Grades: 3rd graders are lacking foundational skills and have limited 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. Several teachers out due to maternity leave interrupted the instructional integrity and student outcomes. Our current academic struggles are influenced by student placement misalignment. Some students require more specialized instructional settings to adequately address their learning needs, and without those supports, progress in a general education environment is limited. Estimated 2 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 in addition to lacking foundational skills. 5th graders struggle with reading comprehension issues even when they can decode words. Lack of exposure to diverse words and concepts also hinder their comprehension. Limited home support and attendance issues also play a factor. Primary: Limited phonemic awareness, difficulty recognizing and manipulationg sounds in words. Weak decoding skills/struggling to connect letters to sounds and blend them into words. Students lack the knowledge of high frequency words, have weak segmenting skills. Some students do not recognize some or all of their letters. Additionally, students seem to lack motivation to learn. Teachers need more planning time, a tighter scheule after movement (lunch, fine arts, etc.). Teachers also need to conduct small group instruction with more fidelity and consistency. Colletively Primary and Intermediate: 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. SBT/ESE Process takes too long for students to be identified and receive needed services. Parents lack the strategies and skills to help their children at home Provide support with small group interventions Build teacher capacity to deliver effective differentiated instruction.

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. Monthly professional development opportunities are provided to teachers and coaches to promote and increase student success. Provide opportunities for grade level collaborative planning. Share ELA strategies with parents to use at home to support learning. Additional Possible Solutions: Ensure that scholars read for 30 minutes each night, minimize electronic distractions-monitor use at home and school (collaboratively). Students need support at school and home sounding words out. They should also read at home with parents/guardians - shared reading. Reading can also be incentivized at school and at home. Provide supplemental instructional materials, supplies, and resources, including online resources and assistive technology to support student learning, parents, and teachers. Build teacher capacity to deliver effective differentiated instruction. Provide PD for effective differentiated instruction.

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 the Pastries with Parents Math & Literacy event, which highlights skills, (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs), and provides to them 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 and taught how to access 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. Teachers have suggested having face to face conferences as much as possible rather then virtual ones. Teachers have also suggested sharing curriculum with parents and possibly having a "Parent of the Month" award for parents who have improved student attendance, for example.

- 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 and monitoring 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 children 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 will also endeavor to make appointments outside of school time as much as possible. 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 child's at home learning. Trainings will be focused on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs), and on the importance of school-home communication and collaboration.

• 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 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. 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 FY26 Renaissance Consolidated Assessment Proficiency Report for Star MATH: KG at or above 50% proficiency: 60% Kindergarten below 50% proficiency: 40% 1st grade at or above 50% proficiency: 52% 1st Grade Below 50% proficiency: 48% 2nd grade at or above 50% proficiency: 36% 2nd Grade Below 50% proficiency: 64% According to FY26 FAST PM1 & PM2 overall data: 95% (PM1) & 85% (PM2) of 3rd grade students are performing below proficiency in math 96% (PM1) & 91% (PM2) of 4th graders are performing below level proficiency in math 91% (PM1) & 73%(PM2) of 5th graders are performing below proficiency level in math

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 word problems. Struggling to translate words into mathematical equations. Students in intermediate grades are weak in their foundational skills. Students inintermediate grades struggle with the complexity of their grade level 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. Other root causes include: difficutly with math fluency, student and teaacher absences/tardies, concepts not being taught due to the way the scope and sequence is arranged. Some root causes for our K-2nd grade students performing below proficiency in math include: There is a large group of ELL students, especially in kindergarten and 2nd, and there is a language barrier, students have a difficult time utilizing the technology effectively for academic purposes (mainly kindergarten), 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. Additionally students may have lack of prior knowledge, processing issues, and may lack basic number skills. Another root cause is that core teachers have been absent for extended period of time due to maternity leave. Parents lack the strategies and skills to help their children at home

3. Share possible solutions that address the root causes.

Intermediate and Primary: Vertical planning between grade levels (ex: 2nd and 3rd grade teachers planning together), Asking parents or community members to volunteer in classrooms, Increase drill and practice to strengthen math fluency, assigned additional Savvas practice, extend the math block, weekly academic games 3rd-5th: -Tutorials (after school only; historically Saturday tutorial attendance falls off) -Striving Panthers (target lowest 35%); also target bubble students -Iready incentives and data reviews with -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 35% -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 to help them get used to using it and knowing how to use it on assessments attending scheduled conferences 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. Provide supplemental instructional materials, supplies, and resources, including online resources and assistive technology to support student learning, parents, and teachers. Coaches will collaborate with teachers to effectively pace lessons in order to maximize student comprehension of skills being taught. Provide support with small group interventions. Build teacher capacity to deliver effective differentiated instruction.

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 Pastries with Parents Math and Literacy meeting (math fluency, math vocabulary, and comprehension of math words and how to take apart and solve math word problems, based on student needs), in order to learn skills, activities, and strategies that will allow parents to assist their children with academic tasks at home. Parents are also invited to math data and strategy parent conferences in order to help them be able to support their child in the home setting. Additionally, parents will receive training on iReady (math) and other district online resources (eg Savvas). 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 have also stated that they are willing to work with their parents on monitoring and trying to elimate distractions from digital devices as well as time spent on social media. 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 children 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. Teachers will learn how to teach parents to use the QR codes "bounce pages" at the bottom of the math book to help students with math concepts taught in school.

- 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. Additionally, Westward uses ClassDojo to communicate with parents. This tool translates the information for parents automatically. 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 FY26 Science Diagnostic Data for 5th grade students: 36% of our students scored below proficiency on our winter diagnostic test;' 64% of 5th grade students are performing at or above proficiency. Past 5th grade science assessment data indicates that: 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; new teacher in 4th and an EPI teacher in 5th. 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, vocabulary etc., in grades K-2 and also to a greater degree in grades 3 and 4. The nature of Science standards has been traditionally low due to a lack of scientific investigations. 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)

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 (for 5th grade), 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. Other possible solutions include: Create a secondary benchmark calendar to address those standards not covered in the fifth grade, incorporate schoolwide science fair that will address the nature of science standards, create and utilize Student-centered activities in class, pull out science scholars who scored 50 percent or better on the winter science diagnostic for small group instruction to target their strengths and help them to demonstrate growth, continue utilizing Penda Science to help address and reinforce science standards, incorporate Mcgraw-Hill Science digital platform resources, organize field Trips to build background knowledge and reinforce skills taught at school, utilize science notebooks to teach science vocabulary, incorporate and utilize student-Generated Anchor Charts and Brain Dump, request district support to focus on small groups and interventions (Schools Facing Support). Additionally, continue to collaborate with North Region science support personnel who provides instructional and best practice support to coaches and teachers through the PLC meetings and small group coaching seminars, as well as instructional support in the classroom. Provide support with small group interventions

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 science/STEM night (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. Most teachers use ClassDojo for family communication and administration uses it as well to keep parents informed regarding school events and initiatives. 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 continued professional development on the science curriculum for the purpose of them having the latest information and in order to improve their instructional skills. Also, seek support from the PD team to have lessons modeled for teachers on the science 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: **$171,812.00**

Acct Description	Description
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.

Acct Description	Description
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Copy Paper</td><td>10</td><td>$45.00</td><td>General Supplies</td><td>Original</td><td>$450.00</td></tr><tr><td>Pencils, Markers, File Folders, Anchor Chart Stickies</td><td>1</td><td>$112.00</td><td>General Supplies</td><td>Original</td><td>$112.00</td></tr><tr><td>Ink/Toner</td><td>1</td><td>$500.00</td><td>Technology</td><td>Original</td><td>$500.00</td></tr><tr><td>Final Allocation Differential</td><td>1</td><td>-$1,062.00</td><td>General Supplies</td><td>Original</td><td>-$1,062.0</td></tr></table>
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 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: **$85,906.00**

Acct Description	Description
Tch Res Staff Development	The Resource Teacher for Staff Development will support teachers in grades 3–5 in strengthening the implementation of rigorous, standards-based instruction in reading and writing. This role includes promoti the integration of social studies across the curriculum, guiding data analysis to inform instruction, supporti lesson development, and providing side-by-side coaching and instructional modeling. Additionally, the

Acct Description	Description
	Resource Teacher will facilitate Professional Learning Communities (PLCs) and Professional Development Days (PDDs) to enhance instructional practice and student outcomes.
Tch Res Staff Development	The Resource Teacher for Staff Development will support teachers in grades K–5 in strengthening the implementation of rigorous, standards-based instruction in Math. This role includes promoting the integration of science/technology across the curriculum, guiding data analysis to inform instruction, supporting lesson development, and providing side-by-side coaching and instructional modeling. Additionally, the Resource Teacher will facilitate Professional Learning Communities (PLCs) and Professior Development Days (PDDs) to enhance instructional practice and student outcomes.

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: **$3,086.00**

Acct Description	Description

Parent Support by Comm Language Facilitator

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Community language facilitators will provide translation services during parent trainings, meetings and parent conferences.	2	$27.00	1	1.5	5	Non-Certified	Original	$405.0

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<tr><td>Enrichment Contracts</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>Cox Science Center will provide hands-on activities and science experiments to families during a parent STEM night in April.</td><td>1</td><td>$613.00</td><td>Original</td><td>$613.0</td></tr>
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<tr><td>Supplies</td><td>
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<tr><td>Paper (Copier, Color, Cardstock, Giant Sticky Chart Paper, File Folders)</td><td>1</td><td>$500.00</td><td>General Supplies</td><td>Original</td><td>$500.0</td></tr>
<tr><td>Pens, Pencils, Markers</td><td>1</td><td>$250.00</td><td>General Supplies</td><td>Original</td><td>$250.0</td></tr>
<tr><td>Student Agendas, Kindergarten only.</td><td>80</td><td>$2.85</td><td>General Supplies</td><td>Original</td><td>$228.0</td></tr>
<tr><td>Manipulatives for Science Night experiments and hands-on activities.</td><td>1</td><td>$750.00</td><td>Manipulatives</td><td>Original</td><td>$750.0</td></tr>
<tr><td>Final Allocation Differntial</td><td>1</td><td>-$92.00</td><td>General Supplies</td><td>Original</td><td>-$92.0</td></tr>
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<tr><td>Certified Parent Support by School Staff</td><td>
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<tr><td>Certified Teachers to provide support at Parent Engagement Trainings listed in the PFEP.</td><td>3</td><td>$25.00</td><td>1</td><td>1.5</td><td>2</td><td>Certified</td><td>Original</td><td>$225.0</td></tr>
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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. To help empower our families to support ther children's growth, we strive to strengthen district, school, family and community partnerships through communication, resourse support, and training.

Involvement of Stakeholders

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

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) and/or through Class Dojo. 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 either in-person or virtually.

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 FY27, 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 28, 2026, staff CNA meeting took place February 2 2026, and the stakeholder meeting on February 19, 2026. 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 as well as our CNA Stakeholder meeting in February 2026. 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

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 6, 2026 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 via 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, parent survey, invitations, agenda, sign-in sheets. . 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 and de-escalation techniques. 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 that SLL strategies/documents/information were 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 2026

- Responsible Person(s)

Amy Emerton, Parker and Melissa Williams

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 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 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

February 2027

• Responsible Person(s)

Nehemie Duval-Garcon, Jimeka Patillo, Donna Russo, Andrea Walker, Jessica Jelks

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Parent Training: Skills for Learning & Life for Families and Caregivers

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

By participating in this training, parents will learn SLL skills/strategies to implement in their homes to support them in deepening conversations with their children and families. An example of the topics that will be shared with parents/families: Self-Management - How to help their child respond to feelings and stay engaged in their learning and improving family interactions in the home. Self-Advocacy - to teach parents how to help their child express him or herself by identifying feelings and reasons why they are upset. 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. Parents will also be provided with information on the school's PBIS program to help them be collaborative partners with the school in improving student behavioral and academic outcomes.

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

Team will utilize the PBSD Skills for Life and Learning parent handouts. Team will also utilize PBSD Resiliency Builder parent handouts. Team will also have parent create coping skills kits during training to include breathing sticks.

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

Parents will be able to utilize the information and resources provided to improve their student(s) self management, advocacy and coping skills at home, which should help transfer into the school.

• Date of Training

October 2026

• Responsible Person(s)

Amy Emerton-Parker, Melissa Williams, Dr. Andrea Walker, Jessica Jelks

• Resources and Materials

Pipe cleaners, beads, ziplock baggies, paper, crayons/markers.

• Amount (e.g. $10.00)

$100

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. Some tools that parents will receive to aid their student's learning may 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

January 2027

• Responsible Person(s)

Nehemie Duval, Donna Russo, 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 and supplies

5. Parent and Family Capacity Building Training #3

• Name of Training

Family 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 skills that parents will learn may include: 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 may include 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 science content. It is expected that students will demonstrate a greater awareness of their academic performance in science and an increase in the understaning of sciencetific vocabulary.

- Date of Training

March 2027

- Responsible Person(s)

Willie Love, Linda Villarson, Ihdina Muhammad, Sheryl Thompson, Marielle Almazan, Andrea Walker, Jessica Jelks

- 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; paper to provide handouts.

• Amount (e.g. $10.00)

$500 for materials and supplies

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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, emails between MVP district personnel and school contact, homeless report, Title 1 annual meeting information, homeless flyer, completed Student Housing Questionnaire.

• 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

Exceptional Student Education Department

• Describe how agency/organization supports families.

When parents of students with disabilites need support in order to meet the needs of those students. Westward Elementary collaborates and coordinates with the ESE department to provide resources, information, or to assign personnel that can help support the academic, behavioral, and social needs of these students.

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

Parent conference notes, emails, 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. Various meetings will be held at flexible times. For example, parent-teacher conferences as well as IEP and LEP other stakeholder meetings will be offered to parents in the morning, afternoons, via phone or virtually.

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

Copies of flyers, emails, and call out transmissions and copies of sign-in sheets.

• Description

All information will be provided via participation in Parent Data Meetings, family literacy, math, & science events, 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. *Standards Based Elementary Reports or progress reports *STAR Reports

• 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, & science events, parent data events, mid-term progress reports or report cards, as well as parent/teacher conference notes. Parents will receive invitations to these meetings via email, invitations sent home, through ParentLink.

• 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 and/or text messages using the Parent Link system. 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 or text (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 personnel that has been assigned or designated by administration. Parents/stakeholders will be invited to participate in meetings at various times, morning, afternoon, and evening as appropriate for each meeting and to better accommodate parents' schedules.

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

Copies of flyers, e-mail/text transmissions, copies of sign-in sheets, invitations to 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 Spanish and Haitian Creole.

- 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. 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 by collaborating with the District's MVP office. 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 etc.). There are several types of group counseling that are offered at Westward Elementary I.B. Magnet School. 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 GOTHA 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. Students are able to participate in a monthly Spin-the-Wheel event where they are able to choose prizes for having consistently displayed our Universal Guidelines: Respectful, Responsible, and Ready to Learn.

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 who 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 (e.g. 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 works with many tier 3 students in order to ensure that students are receiving their services and that their academid needs are met. In order to improve and strengthen the academic performance of students identified by the early warning system Westward Elementary I.B. Magnet schoolwill 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 have been 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, standards-based 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 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 (both formative and summative) •Monitoring progress at the class and grade level during PLC 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 that 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 I.B. Magnet 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. In past years, students also have had 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. Westward Elementary I.B. Magnet School organizes 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 Elementary I. B. Magnet School 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 are invited to participate in collaborative learning communities (PLC) 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 Learning

1. Professional Learning

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, Westward Elementary I.B. Magnet School provides 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, clinical educator trained, teachers 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 PLC meetings, participation in the Educator Support Program (ESP). 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 as part of 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 who 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, sign-in sheet, Google Slides presentations, and Teacher Fest flyer.