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

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

I-Ready reading diagnostic two shows 62% of K-2 students are one or more grade levels below in vocabulary development. I-Ready reading diagnostic two shows 60% of K-2 students are one or more grade levels below in comprehension of informational text. iReady data diag 2 results show 48% of the students performing 2+ years below grade level 4th: iReady diag 2 data results show 56% of students performing 1 or more years below grade level 5th: iReady diag 2 results show 35% of students performing 2+ years below grade level

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

Limited understanding meaningful strategies to reinforce vocabulary skills such as decoding, word parts, utilizing high frequency words and academic vocabulary/language. Deficiency of foundational skills; Limited life skills/background knowledge relating to a text. Learning gaps due to pandemic/virtual learning. Limited resources, excessive absences/tardies, and behavioral concerns. Sight words not addressed as rigorously as in the past, lack of exposure to text, nor prior knowledge, and struggling with letters & sounds. Lack of teacher knowledge of the reading process, curriculum (Benchmark Advance is new), and standards Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students

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

Coach/model how to explicitly teach vocabulary strategies Expose the students to a wide variety of grade level informational text and build background knowledge in order to better connect to the information read. Provide extended learning opportunities (In school/afterschool/weekend tutoring) to support students in need of additional academic instruction classroom support, student incentives, help ELA students with additional support from bilingual staff, setting expectations with consequences, pre/post tests, more game-based learning opportunities, Provide hands-on activities,resources,materilas (student workbooks, intervention kits, manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Epic Kidz program, Flocabulary, typing program, etc.) Resources for home either online or sent home, flash cards use, more tutoring for ELL specific ELL students, practice for ELL students they can do with their parents. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Support intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, etc. ) Provide PD to support teachers in the implementation of standard, best practices, collaborative planning, etc. through the use of coaches, district staff support, webinars, conferences, etc).

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

School will continue to communicate with parents using a variety of methods (social media, callouts, email, text messages, Class dojo, etc.). communication will 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. Develop a system for sharing student progress with parents to ensure they are receiving this information and how they can support their child's learning.

#### • 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 (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. Additionally, have an iReady (reading) and other district online resources training. 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 ELA?

- **School**

To provide a safe environment conducive to learning & opportunities for Social/Emotional 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. School will provide activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

- **Students**

Come to school dressed appropriately and 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. Practice using the activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

- **Parents**

Ensure students attend school regularly and on time, monitor all assignments, read to/with student every night, monitor/limit TV watching, social media, and electronic device usage, communicate with school frequently and conference with teacher each trimester, limit early pick-ups. Support the use of the activities and resources that focus on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

- **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. Train teachers on how to support parents to help their child's learning at home focused on foundational skills (phonic, phonemic awareness, reading fluency, vocabulary, and comprehension based on student needs).

- **Accessibility**

School will provide accommodations for families who speak language other than English. CLFs will translate documents into parents' native language. If there is a family who 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. Provide support to families experiencing homelessness and families engaged in migratory work as needed.

# Math

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

According to the most recent iReady diagnostic results, currently 28% of students in 5th grade are performing at/above grade level, 32% one year below, & 40% 2+ years below. The Domain with the least proficiency is geometry. 24% at/above grade level, 29% one grade level below, and 46% 2+ years below. At 4th grade 12% of students are performing at/above grade level, 53% one year below, and 35% 2+ years below. At 3rd grade 10% of students are performing at/above grade level, 36% one year below, and 55% 2+ years below. According to the iReady Math Winter Diagnostic data: 68% of K-2 students are 1 or more grade levels below in Numbers and Operations. 83% of K-2 students are 1 or more grade levels below in Measurement and Data.

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

Lack of foundational skills and students have a difficult time maintaining focus. Lack of consistent structure and discipline, lack of familiarity with skills. Students need more time to use manipulatives with lessons and need more math fact fluency. There's a lack of prior knowledge, lack of resources, no real world connections. There is also learning gaps, attendance concerns, and concerns with classroom behaviors. Lack of teacher knowledge of the reading process, curriculum, and standards Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students

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

More exposure to foundational math concepts, provide push-in support to allow for more efficient small group learning, provide more technology resources, provide more foundational spiral review, project-based learning, provide more time in the schedule for math and for math small groups, Provide extended learning opportunities (In school/afterschool/weekend tutoring) to support students in need of additional academic instruction Provide hands-on activities ,resources, materials (student workbooks, math manipulatives, extra kits for ELL and ESE, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. DreamBox, Reflex Math, etc.) Resources for home either online or sent home, flash cards use, more tutoring for ELL specific ELL students, practice for ELL students they can do with their parents. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Support intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, etc. ) Provide PD to support teachers in the implementation of standard, best practices, collaborative planning, etc. through the use of coaches, district staff support, webinars, conferences, etc).

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

- **Communication**

School will communicate with parents using a variety of methods (social media, callouts, email, text messages). Communication will be provided in parents' native language/language of comfortability. Teachers will be encouraged to use Class Dojo to communicate with families. School will consider utilizing a universal communication tool to communicate with families. Emphasize and encourage teachers to use Class Dojo to improve communication with families. School will consider utilizing a universal communication tool to communicate with families. Develop a system for sharing student progress with parents to ensure they are receiving this information and how they can support their child's learning.

- **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 math trainings focused on foundational skill (basics facts, word problem strategies) in order to learn skills, activities, and strategies that will allow them to assist their children with academic tasks at home. When the District moves to DreamBox for math support instead of iReady math parents will be trained on that as well. 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 Math?

- **School**

To provide a safe environment conducive to learning & opportunities for Social/Emotional development, 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. Focus on fluency in grades K-5 to increase student proficiency (parent trainings and materials) Provide informational parent letter that discusses various mathematics topics, have math nights to review textbooks and other materials used in class. School will provide activities and resources that focus on foundational skills (basics facts, word problem strategies)

- **Students**

Come to school dressed appropriately and 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. Focus on fluency in grades K-5 to increase student proficiency (strategies to increase student proficiency at home and school) Engage in hands-on learning/activities, collaborate with teachers, make a commitment or sign a contract to be sure to follow rules and expectations Practice using the activities and resources that focus on foundational skills (basics facts, word problem strategies)

- **Parents**

Ensure students attend school regularly and on time, monitor all assignments, read to/with student every night, monitor TV watching, social media, and electronic device usage, communicate with school frequently and conference with teacher each trimester, limit early pick-ups Focus on fluency in grades K-5 to increase student proficiency (strategies to increase student proficiency at home) Reinforce the skills taught in class, practice math facts with scholars, communicate with teachers regularly to discuss math progress and strategies for improvement. Support the use of the activities and resources that focus on foundational skills (basics facts, word problem strategies)

- **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 (basics facts, word problem strategies)

- **Accessibility**

School will provide accommodations for families who speak language other than English. CLFs will translate documents into parents' native language. If there is a family who 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. Provide support to families experiencing homelessness and families engaged in migratory work as needed.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Approximately 30% of 5th graders achieved proficient scores in the area of life science. Student achievement needs to increase to roughly 51% proficiency to meet District achievement. The standards where students show the least proficiency are: SC.3.L.14.1 (Describe structures in plants & their roles in food production, support, reproduction, etc.): 71.4% are below proficiency. SC.4.L.16.1 (Identify processes of sexual reproduction in flowering plants) 82% are below proficiency SC.4.L.16.4 (Compare/contrast major stages in the life cycle of FL plants & animals) 44% are below proficiency.

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

5th graders are taught structure of plants, life cycle of plants, and sexual reproduction in flowering plants, but not enough exposure prior to entering 5th grade. Previously-taught standards are not reviewed, lack of understanding/exposure to key science vocabulary. lack of lab time and hands-on science experiments, lack of materials, insufficient time to teach science in the academic schedule. 5th graders are taught structure of plants, life cycle of plants, and sexual reproduction in flowering plants in 3rd & 4th grades, standard not reviewed or revisited prior to diagnostic Assessment covers 3rd-5th grade standards; retention of 3rd and 4th standards is weak Lack of time for science in primary grades, as well as 3rd & 4th grades Lack of exposure to real-word plant instruction Need to improve acquisition and understanding of science vocabulary Cure focus on flowering and nonflowering plants examples fern plants produce spores Lack of teacher knowledge of the scientific, curriculum, and standards Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students

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

Pre-test on living organisms/things prior to diagnostic 5th grade teachers reviewing of skills learned in 3rd/4th on these particular standards Real life exposure to plant cycles/reproduction, etc., through field trips, science experiments, etc. Hands-on science experiments Use of Flocabulary to increase/improve science vocabulary Consistent use of PENDA Learning In-class science fairs Teaching/reviewing science concepts/skills beginning in lower grades intensely. Provide extended learning opportunities (In school/afterschool/weekend tutoring) to support students in need of additional academic instruction Provide hands-on activities ,resources, materials (science experiments manipulatives, extra kits for ESE, etc.) Resources for home either online or sent home, flash cards use, more tutoring for ELL specific ELL students, practice for ELL students they can do with their parents. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Provide PD to support teachers in the implementation of standard, best practices, collaborative planning, etc. through the use of coaches, district staff support, webinars, conferences, etc).

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



- **Communication**

School will communicate with parents using a variety of methods (social media, callouts, email, text messages). Communication will be provided in parents' native language/language of comfortability. Teachers will be encouraged to use Class Dojo to communicate with families. School will consider utilizing a universal communication tool to communicate with families. Emphasize and encourage teachers to use Class Dojo to improve communication with families. School will consider utilizing a universal communication tool to communicate with families. Develop a system for sharing student progress with parents to ensure they are receiving this information and how they can support their child's learning.

- **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) in order to learn skills, activities, and strategies that will allow them to assist their children with 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**

School will... Provide science vocabulary for student use/review at home, adaptive technology – Penda Learning, monthly use of science lab or science lab materials pushed into the classroom. Provide parents with science materials/activities that can be used for at-home learning, which will be an extension of what has been taught at school and provide opportunities for parents to confer with teachers regarding academic progress, including science. School will provide activities and resources that focus on foundational skills (scientific process, vocabulary)

- **Students**

Students will... Practice science vocabulary at home, access available adaptive technology (Penda, Legends of Learning, etc.), complete science experiment/participate in science fair and collaborate with teachers. Practice using the activities and resources that focus on foundational skills (scientific process, vocabulary)

- **Parents**

Parents will... ensure students practice science vocabulary, ensure students utilize available adaptive technology (Penda, Legends of Learning), ensure students have materials necessary to participate in science fair and reinforce skills learned at school. Support the use of the activities and resources that focus on foundational skills (scientific process, vocabulary)

- **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)

- **Accessibility**

School will provide accommodations for families who speak language other than English. CLFs will translate documents into parents' native language. If there is a family who 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. 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: \$125,313.54**

<b>Acct Description</b>	<b>Description</b>
Resource Teacher	0.5 Reading Resource teacher (K-2) provide small group instruction, supplemental & intensive support, baselines,; Push in/pull out based on tiered needs.

Acct Description	Description																																										
Resource Teacher	0.5 Reading Resource Teacher (3-5) will provide small group instruction, supplemental and intensive instruction as needed, provide baselines for students receiving supplemental instruction; Push in/pull out depending on tiered students to support (remediation or enrichment) in ELA.																																										
Resource Teacher	0.5 Math Resource Teacher for grades 3-5 will provide small group instruction, supplemental and intensive instruction as needed, provide baselines for students receiving supplemental instruction; Push in/pull out depending on tiered students to support (remediation or enrichment).																																										
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 513 1276 587">Item</th> <th data-bbox="1276 513 1423 587">Quantity</th> <th data-bbox="1423 513 1562 587">Rate</th> <th data-bbox="1562 513 1770 587">Supply Type</th> <th data-bbox="1770 513 1900 587">Type</th> <th data-bbox="1900 513 2032 587">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 587 1276 708">Shipping</td> <td data-bbox="1276 587 1423 708">1</td> <td data-bbox="1423 587 1562 708">\$1.36</td> <td data-bbox="1562 587 1770 708">General Supplies</td> <td data-bbox="1770 587 1900 708">Original</td> <td data-bbox="1900 587 2032 708">\$1.36</td> </tr> <tr> <td data-bbox="464 708 1276 821">Paper Easel post it (pack of 4)</td> <td data-bbox="1276 708 1423 821">20</td> <td data-bbox="1423 708 1562 821">\$102.00</td> <td data-bbox="1562 708 1770 821">General Supplies</td> <td data-bbox="1770 708 1900 821">Original</td> <td data-bbox="1900 708 2032 821">\$2,040.00</td> </tr> <tr> <td data-bbox="464 821 1276 935">Pre- Sharpened pencil (box of 12)</td> <td data-bbox="1276 821 1423 935">38</td> <td data-bbox="1423 821 1562 935">\$2.31</td> <td data-bbox="1562 821 1770 935">General Supplies</td> <td data-bbox="1770 821 1900 935">Original</td> <td data-bbox="1900 821 2032 935">\$87.78</td> </tr> <tr> <td data-bbox="464 935 1276 1049">Allocation Differential due to survey 3 data - can be itemized or moved after July 1, 2023</td> <td data-bbox="1276 935 1423 1049">1</td> <td data-bbox="1423 935 1562 1049">\$575.00</td> <td data-bbox="1562 935 1770 1049">General Supplies</td> <td data-bbox="1770 935 1900 1049">Original</td> <td data-bbox="1900 935 2032 1049">\$575.00</td> </tr> <tr> <td data-bbox="464 1049 1276 1162">White copy paper</td> <td data-bbox="1276 1049 1423 1162">80</td> <td data-bbox="1423 1049 1562 1162">\$44.61</td> <td data-bbox="1562 1049 1770 1162">General Supplies</td> <td data-bbox="1770 1049 1900 1162">Original</td> <td data-bbox="1900 1049 2032 1162">\$3,568.80</td> </tr> <tr> <td data-bbox="464 1162 1276 1276">Expo Dry Erase Markers (pack of 4 colors)</td> <td data-bbox="1276 1162 1423 1276">40</td> <td data-bbox="1423 1162 1562 1276">\$6.54</td> <td data-bbox="1562 1162 1770 1276">General Supplies</td> <td data-bbox="1770 1162 1900 1276">Original</td> <td data-bbox="1900 1162 2032 1276">\$261.60</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Shipping	1	\$1.36	General Supplies	Original	\$1.36	Paper Easel post it (pack of 4)	20	\$102.00	General Supplies	Original	\$2,040.00	Pre- Sharpened pencil (box of 12)	38	\$2.31	General Supplies	Original	\$87.78	Allocation Differential due to survey 3 data - can be itemized or moved after July 1, 2023	1	\$575.00	General Supplies	Original	\$575.00	White copy paper	80	\$44.61	General Supplies	Original	\$3,568.80	Expo Dry Erase Markers (pack of 4 colors)	40	\$6.54	General Supplies	Original	\$261.60
	Item	Quantity	Rate	Supply Type	Type	Total																																					
	Shipping	1	\$1.36	General Supplies	Original	\$1.36																																					
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Expo Dry Erase Markers (pack of 4 colors)	40	\$6.54	General Supplies	Original	\$261.60																																						

## Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$3,686.84

Acct Description	Description										
Postage	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Communications with parents for student progress with supplemental, intensive, and support facilitative instruction done 3 times a year for grades K-5. (500 students x 2 mailings = 1000)						1000	\$0.63	Original	\$630.00	
Parent Support by School Staff	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	School staff to support Kindergarten Round-up as described in the PFEP to support parents and students entering Kindergarten in the fall.		5	\$25.00	1	1.5	1	Certified	Original	\$188.00	
	School staff to support parent trainings as described in the PFEP to support student learning at home of students in K-5 (3 Parent Trainings - teachers for 3 parent trainings))		6	\$25.00	1	1.5	3	Certified	Original	\$675.00	
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Shipping					1	\$5.78	General Supplies	Original	\$5.78	
	Agenda/School Planner to support home communication					540	\$1.70	General Supplies	Original	\$918.00	
	Refreshments for 3 parent trainings per PFEP					3	\$150.00	Program Supplies	Original	\$450.00	

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Allocation Differential due to survey 3 data - can be itemized or moved after July 1, 2023	1	\$7.75	General Supplies	Original	\$7.75
	Agenda - shipping	1	\$64.00	General Supplies	Original	\$64.00
	White paper for communication handouts(case)	8	\$44.61	General Supplies	Original	\$356.88
	Colored Paper for communication handouts	7	\$15.49	General Supplies	Original	\$108.43

## Action Step: Professional Development

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

**Budget Total: \$147,805.87**

<b>Acct Description</b>	<b>Description</b>									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Teacher Collaboration	Collaborative planning for K-5 teachers to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the	27	\$25.00	1	1.5	1	Certified	Original	\$1,013.00	

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	needs of students in all content areas / Tentative implementation date is October 2023 outside of contracted hours.									
Stipends	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>		
	K-5 Teachers will be training in best strategies and practices for delivery standard-based instruction in ELA, math, and science (Tentative start date is Sept. 2023)		27	\$25.00	1	1.5	1	Original	\$1,013.00	
Coach	0.5 ELA coach grade 3-5, will co-facilitate 3-5 PLCs coaching support through modeling, co-teaching, providing feedback and professional development									
Coach	0.5 Math coach grade K-5, co-facilitate K-5 PLCs coaching support through modeling, co-teaching, providing feedback and professional development.									
Coach	0.5 ELA coach grade K-2, co-facilitate PLCs coaching support through modeling, co-teaching, providing feedback and professional development & SBT support.									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Black ink replacement	2	\$33.51	Technology			Original	\$67.02		
	White copy paper (Case)	3	\$44.61	General Supplies			Original	\$133.83		
	Color ink replacement	3	\$60.42	Technology			Original	\$181.26		
	Dry Erase Markers	3	\$15.83	General Supplies			Original	\$47.49		
	Chart Paper	3	\$23.09	General Supplies			Original	\$69.27		

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 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 students. The purpose of our Parent and Family Engagement Plan is to strengthen the collaborative bond between the school and families so as to help our students achieve to their greatest potential academically, behaviorally, and social-emotionally (Skills for Learning and Life). We are committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for parents, and establishing the school as the center of the community.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Bobbie Brooks	Principal
Jessica Jelks	Assistant Principal
Tameisha Collins	Parent
Patricia Brandine	LTF
Kim Woodard	ESE Contact
Stephen Alvar	Parent

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

At our SAC meetings, stakeholders are made aware of the need of stakeholders from all areas (parents, school staff, business partners, etc.) and are invited to be members that represent each group. 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. 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 FY24 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), and of CNA process. Stakeholders will be given 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 staff CNA meeting took place February 7th and the parent meeting on February 16th. 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 will be invited to ask questions and provide input as to how Title 1 funding will support parent/family engagement. Previously, stakeholders agreed that Title 1 funds will be used to provide various family engagement activities such as supplies for parent trainings/meetings, Kindergarten Round-up, refreshments for Staff for data nights, math/science, and literacy nights, and communication (postage and agendas). Outcomes from the upcoming meeting will be shared at a subsequent meeting. Stakeholders will be invited to the meeting via multiple modes of communication.

<b>Name</b>	<b>Title</b>
Jessica Jelks	Assistant Principal
Bobbie Brooks	Principal
Nehemie Duval	Reading Coach
Donna Russo	Resource Teacher
Bernadette Beneby-Coleman	Magnet Coordinator
Stephen Alvar	Parent
Tameisha Collins	Parent
Patricia Brandine	LTF

## **Annual Parent Meeting**

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Meeting will be held in October 2023 at 6:15 pm in the Westward Elementary media center.

**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 by marquee, call out, text, flyers, email, social media, and Classroom Dojo.

**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. Additionally, the PFEP summary as well as the School-Parent Compact will be shared and discussed with stakeholders during the Annual Meeting.

## **Staff Trainings**

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

**1. Staff Training for Parent and Family Engagement #1**

- **Name of Training**

The name of the training is Skills for Learning and Life for Families and Caregivers

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

After the training, teachers will have the tools needed and the ability to train parents on SLL strategies/skills to discuss SLL tips at home (i.e. Self-Management - How to help their child respond to feelings and stay engaged in their learning) and to provide parents 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 them sharing the information with the parents, teachers 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. They will also provide samples of the handouts, websites, strategies, or tools, if applicable, that were shared with parents during the conference to support student engagement.

- **Month of Training**

The month of the training will be October 2023

- **Responsible Person(s)**

Dionne Smith, Frantz Lamour, Jessica Jelks, Bernadette Beneby, and Bobbie Brooks

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

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

- Name of Training

The name of the training is 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. 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, and 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.

- Month of Training

February 2024

- Responsible Person(s)

Nehemie Duval, Tracey Reisner, Donna Russo, Terrill Ridgell, Patricia Brandine, Bobbie Brooks, Jessica Jelks

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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

- Name of Training

Parent Data Chats and/or Academic Information Meetings

- What specific strategy, skill or program will parents learn to implement with their children 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 discussion 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 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 2023

- **Responsible Person(s)**

Nehemie Duval, Tracey Reisner, Terrill Ridgell, Donna Russo, Bobbie Brooks, Jessica Jelks

- **Resources and Materials**

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

- **Will use funds for refreshments as noted in SWP:**

on

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

\$200.00

## 2. Reflection/Evaluation of Training #1

- **Name of Training**

Parent Data Chats/Academic Information Meetings

- **Number of Participants**

TBD

- **What were parents able to do as a result of the training?**

TBD



- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

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

- Name of Training

Math, Science & Literacy Nights

- 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 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 virtual tools to support virtual learning, 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.

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

The interactive hands-on component of the training will provide parents with a variety of electronic tools and games, as well as hands-on tools and games to utilize with their children. 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.

- 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. Student achievement is expected to improve as evidenced by iReady diagnostic, as well as FSQ and USA data.

- Date of Training

January 2024

- Responsible Person(s)

Tracey Reisner, Terrill Ridgell, Donna Russo, Patricia Brandine, Jessica Jelks, Bobbie Brooks, Nehemie Duval

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$200

#### 4. Reflection/Evaluation of Training #2

- Name of Training

Parent Data Chats/Academic Information Meetings

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

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

- Name of Training

Digital Resources for Success - Summer Providing parents with information, strategies and tools to Support and Improve Students' Academic Achievement in the areas of literacy and math

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

The specific strategy, skill, or program that parents will learn are academic strategies to use with their children in order to improve their academic and Skills for Life and Learning during the summer months. The specific skills that parents will learn are virtual tools to support virtual learning, 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. Additionally, parents will be given a list of SLL sites they may visit with their children, as well as be provided with a list of SLL activities/games they can play with their children in order to strengthen their social skills.

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

Parents will be provided with electronic tools they'll be able to use with their children in order to support their SLL and academic success during summer months. Parents will be provided information on SLL sites, strategies, and resources that will help them in assisting their students to maintain their SLL skills. 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 were 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 as well as their SLL and behavioral interactions. Student achievement will improve as evidenced by iReady diagnostic, as well as FSQ and USA data. Referral and behavioral data will be reviewed for evidence improvement.

- **Date of Training**

March 2024

- **Responsible Person(s)**

Nehemie Duval, Donna Russo, Terrill Ridgell, Bobbie Brooks, Jessica Jelks, Tracey Reisner

- **Resources and Materials**

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

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$200

## 6. Reflection/Evaluation of Training #3

- Name of Training

Digital Resources for Success - Summer Parents will be provided with skills, strategies , and tools to support and improve students' academic achievement in the areas of literacy and math

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

The ESE department consistently provides ESE support to our school. Teaching strategies and other supports are provided to ESE teachers. They also provide support to parents with strategies to improve student learning.

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

Parents and families are supported by this partnership because they are provided with tools, strategies, and activities that help them support and enhance student academic growth in the home setting. Evidence of partnerships that may be collected are IEP meeting invitations and completed IEPs and evidence of training that teachers receive through the ESE department. Additionally, meeting notes will be provided that will highlight information given/strategies taught to parents that will assist them in advocating for their children. Notes will also reflect various agencies that may be involved in the IEP process outlining the services that they provide to families of students with special needs.

- 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.

Representatives from the Boys and Girls Club attend SAC meetings, share information about services to families, contact 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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, and social media. Additional information will be provided to parents about Title I programs via the annual Title I 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.**

Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions, etc. Also, snapshots of social media posts and copies of sign-in sheets.

- **Description**

All information will be provided via participation in Parent Data Meetings, literacy and math nights, and SAC meeting. 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.**

Pictures of marquee, copies of flyers, conference notes, emails, and callouts. Additionally, snapshots of social media posts and copies of sign-in sheets, agendas, handouts from curriculum 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 and math 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.**

Minutes from meetings, flyers/invitations to meetings, agenda, conference notes, handout samples, blank copies of mid-term progress reports and/or report cards.

- **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, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, and social media. 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.**

Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets. Additionally, IEP, EP, ELL plans, as well as meetings 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 evening while others are scheduled in the afternoon hours. As in years past, Westward will endeavor to partner with the Palm Beach Lakes High School Early Childhood Education program to ask for volunteers to provide childcare during various family events if it's safe to do so. 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-mails, call out transmissions, snapshots of social media posts, copies of sign-in sheets, invitations with links to virtual meetings or trainings.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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. Currently, we are seeking a CLF to cover the Spanish position. Documents that go home with parents or hand-outs provided at trainings will be translated into parents' native language by the CLFs (Spanish and Haitian Creole). We also have a number of Arabic-speaking families and will collaborate with the District translation office to have family information available in that language, too. Additionally, there are children from 2 families whose parents are hearing imparied and will need a translator for school meetings and/or events.

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

Translated documents and/or picutres of CLFs or ASL interpreter at meetings when possible, School-Parent Compact, Summary of PFEP.

- **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.

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

Documentation that is sent to the District to ask for support for families with a person who has a disability. Emails of communication with the ESE to find accommodations for such families, photos of elevator and handicapped parking spaces.

- **Description**

Historically, there have not been families who are engaged in migratory work on our campus. 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 administrative 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. Log of home visits completed, as well as notes taken of discussion during home visit/meeting. Copies of school uniform distribution log. Migrant brochures of services to families in all languages.

- **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 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

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 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 on their own interests. 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).

- School Counselor and BHP hold small group counseling to work on the social skills need of 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 social skills. These counseling groups are in a small group setting led by the school counselor. There are SKills for Learning and Life development with our Guidance Counselor teaching SLL strategies on the Fine Arts wheel with intermediate classes in the first half of the year and and primary classes in the latter half of the year. 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.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 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 SwPBS 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. Through the Study 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 30%. 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). Providing materials virtually is a bit challenging. Teachers & students have to find quiet places in the home/school setting in order to administer the probes. All probes are administered virtually. Students are also consistently reminded to attend classes consistently.

**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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

Students are provided with several opportunities to enhance and enrich their learning beyond the school day. These opportunities are provided through participation in numerous after school clubs that are available. The clubs are designed to provide opportunities for students to have social interactions after school based on their own interests. The following clubs are offered: drone (Learn all about Drone safety), robotics (Build robots, make them move by themselves, drive them with remote controls, and compete with them), etiquette club (students in grades K-5 will learn proper etiquette in various situations), and cooking club (students in grades k-2 will learn how to select/prepare healthy snacks as well as learn about healthy eating). 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 30-45 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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

#### 1. Post-Secondary Opportunities and Workforce Readiness

Westward Elementary hosts an annual Career Day event in order to expose students to various careers that community members participate in. 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

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

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

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 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. 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 be asked to 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.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

### Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

We receive recommendations from human resources staff, attend district sponsored job fairs, build a relationship with local colleges (education department), assign mentoring teachers to new educators, professional development course offerings, weekly grade level collaborative planning, coaching support and learning team meetings, participation in the Educator Support Program. Responsible persons: Principal and/or Assistant Principal. We have 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. For FY23 WES is partnering with Palm Beach Atlantic College to provide internship placements for student teachers as well. 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.