West Gate Elementary School

2016-17 Schoolwide Improvement Plan

West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

https://wges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Gate Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

West Gate Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

West Gate Elementary School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans
Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
? Declaration of Independence
? Constitution of the United States and the Bill of Rights
? Flag education
? Civil government: functions and interrelationships
? History of the United States
? Effects of alcohol and narcotics
? Kindness to animals
? Florida history
? Conservation of natural resources
? Health education
? Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
Students participate in programs that welcome veterans to the school who share experiences first hand.
During each specific month (Hispanic Heritage Month, Black History Month, etc.) students read contributions of the various groups on the morning announcements and also it is incorporated during their reading and social studies instruction. Our school is part of the Character Counts program.
West Gate Elementary has established a School-Wide Positive Behavior Support (SwPBS) system. Students and staff follow three universal guidelines at all times - Respectful, responsible and ready to learn. Guidelines are specifically applied to different school settings in our behavior matrix. Students, parents and staff actively participate in our SwPBS meetings during the year and training is provided.

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.
•Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).
•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.
•Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

•Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. Class DOJO software program is being used to track positive behaviors as well as to enhance communication with parents.
•Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.).
•SwPBS team reviews classroom data to ensure students are engaged while in class.
•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers convey and review expectations for each learning activity.
•Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback.
•Class meetings occur on a frequent basis to include student feedback.
•School-wide recognition system is in place.
•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

•Operational school based team that meets monthly to discuss students with barriers to academic and social success.
•West Gate has in place various campus activities that address social/emotional needs of students.
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate intervention and evolve (Evaluation).
•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, and social-emotional gap by connecting all students with the services they need.

3. Early Warning Systems

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

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

•Utilize data systems to identify students who have attendance, behavioral or academic concerns
•Create data decision rules for number of absences or OSS before referral generated to SBT
•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.
•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure,etc.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	34	17	25	15	23	19	0	0	0	0	0	0	0	133
One or more suspensions	7	3	3	9	7	12	0	0	0	0	0	0	0	41
Course failure in ELA or Math	54	84	94	73	96	66	0	0	0	0	0	0	0	467
Level 1 on statewide assessment	0	0	0	52	51	52	0	0	0	0	0	0	0	155

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	23	14	21	53	61	66	0	0	0	0	0	0	0	238

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

•Multi-disciplinary teams in place to problem solve and create action plans.
•Utilize supplementary instructional programs and additional support services: iReady online Reading and Math program for grades K-5, SAI instruction, Intensive Reading time (iii), Tutorials, LLI, and Fountas and Pinnell Continuum.
•Planned Discussions during Student Reviews which includes progress monitoring and goal setting for identified students.
•Notify parents, agency and/or community outreach. Collaborate with parents to ensure students are receiving supplement instruction during and afterschool.
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 313599.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Title I Part A funds are used to support classroom instruction (resource teachers, academic tutor, after-school tutorial, iReady student workbooks, Leveled Literacy Intervention (LLI), and Fountas & Pinnell materials to supplement educational programs). Additionally, funds are utilized to purchase materials for our parent educational events such as Literacy, Math, and FSA Nights. Funds are also utilized to secure the services of a Curriculum Resource teacher who offers professional development for our teachers.
West Gate Elementary partners with The Rotary Club, Kiwanis Club, Palm Beach County Sheriff's Office, Horace Mann Insurance, and other local businesses to secure and utilize all resources to support the diverse needs of our students.
Title II funds provide for SIP training and support, Marzano training and online support, Region Support Personnel, and substitutes for various professional development.
Title I provides partial funding for the VPK Head Start at West Gate Elementary.
Lastly, Staff and Administration collaborate with the Homeless Education Assistance Resource Team as needed to meet the needs of our students and families.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Ordonez Feliciano, Patricia	Principal
Dorfberger, Bradly	Assistant Principal
Althouse, Laura	Teacher, K-12
Crum, Linda	Teacher, K-12
Pilat, Diana	Teacher, K-12
Ramirez, Regina	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal and Assistant Principal - Provide a common vision for the use of data-based decision making. Work collaboratively with all stakeholders to set goals, identify and implement instructional programs that help the school achieve its goals. Oversee daily school operations. Ensure that the school-based team is implementing RTI, and that students in Special Education program as well as English Language Learners receive appropriate services.

The ESE Contact works collaboratively with the SBT Leader who schedules and facilitates meetings. All members of the team provide data analysis and input as each case is evaluated to best meet the needs of each individual student. The ESE contact and SBT Leader participate in data collection, integrate instructional activities/materials into Tier 3 instruction, and collaborate with the general education teachers helping to identify interventions for students.

School Leadership members collaborate with Administration to analyze data frequently and maintain constant communication to ensure the school educational plan is meeting the academic needs of our students.

Resource teacher and Single School Culture Coordinator work collaboratively with grade level teacher leaders to facilitate meetings during collaborative grade level planning and Professional Learning Community (PLC) meetings. Teachers analyze data and use results to plan instruction. Professional Learning Communities at West Gate Elementary meet once a week to plan appropriate instructional lessons for diverse learners based on data. Additionally, teams of teachers plan collaboratively at least once a week to ensure the rigor in the instruction is maintained.

School Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, they link child-serving and community agencies to the school and families in support of the child's academic, emotional and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teacher, curriculum resource teacher (Title 1 funded),and guidance staff. The team identifies those students who need supplemental instruction and follows the MTSS model to provide services to these students.

West Gate Elementary integrates Single School Culture by sharing the school UNIVERSAL GUIDELINES FOR SUCCESS, following our Behavioral Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. West Gates updates action plans during monthly School Wide Positive Behavior Expectations meetings. We instill appreciation for multicultural diversity though our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Federal and local funded services are coordinated at the school based on the needs of the population at large as well as the needs of individual groups of students. For instance, Title 1 funds are used to provide supplemental educational services for students in the form of supplemental research based programs, 3 additional teachers, an academic tutor, and student materials. Funding is also used to meet the needs of all our families through the Literacy, Math and FSA nights. Parents are invited to participate in these events where they receive training, resources, supplies and refreshments are served.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Ordóñez	Principal
Frantz Berrouet	Education Support Employee
Megan D'Arcangelo	Teacher
Jeanette Jimenez	Parent
Jessica Nater	Parent
Olga Chaj	Parent
Guyonel Roland	Parent
Jo-Anne Whitney	Teacher
Leah Rock	Teacher
Marjorie Pierre Louis	Parent
Michouchar Saint Louis	Parent
Olga Chaj	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's School Improvement Plan (SIP) was evaluated at various meetings throughout the year. Specifically, SAC members did the following:
1. Assisted in the development and review of the SIP
2. Participated in discussions related to SIP updates.

3. Reviewed the Title 1 budget to ensure it was aligned with the SIP goals.
4. Provided input regarding support services and training
5. Reviewed, approved, and monitored the use of School Improvement funds

b. Development of this school improvement plan

School data is reviewed by stakeholders including SAC members, and the plan is developed based on the needs of the school. SIP updates are presented to SAC for additional feedback or approval throughout the year.

Student data from diagnostic tests and educational programs is shared with SAC members and based on those results, changes and updates to educational programs are made. Additionally, Title 1 budget is developed based on the SIP.

c. Preparation of the school's annual budget and plan

The proposed Title 1 budget was shared with all stakeholders at the end of the last academic year and their input was solicited at that time. Additionally, the budget was again presented at the first FY16 SAC meeting to allow new SAC members to provide their input. During this first meeting the School Improvement Plan was presented and reviewed. SAC members were asked to provide input and approve the SIP. Updates to the annual budget and SIP will be provided throughout the year.

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

$1,128 were used to purchase our "Student of the Month" incentives, Assessment incentives, and student journals.
$1,903.85 were used to purchase Florida Performance Coach Reading workbooks for students.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Stoddart, Leita	Teacher, K-12
Ciofalo, Gerri	Teacher, ESE
Majava, Melinda	Teacher, K-12
Windley, Allison	Teacher, K-12
Nell, Kasey	Teacher, K-12
Connor, Christina	Teacher, K-12
Metroka, Emily	Instructional Media
Konigsberg, Dan	Teacher, K-12
Bail, Jill	Teacher, K-12
Cox, Megan	Teacher, K-12
Colon, Carla	Teacher, K-12
Norton, Amy	Teacher, ESE
Santiago, Edith	Teacher, K-12
Lubin, Carole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT is comprised of leaders in literacy, one from each grade level, resource teacher, a representative from the ESOL department, a representative from the ESE department, and the school Principal. The team uses data to establish the literacy goals and plan for the school year. The team meets monthly to execute the action plan that promotes and supports the implementation of the District adopted balanced literacy program. The team promotes and supports literacy in a variety of ways: literacy nights, professional development, leaders coaching and/or modeling, summer literacy program, and other initiatives.

D. Public and Collaborative Teaching

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

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

Grade levels have the opportunity to participate in our Professional Learning Community meetings to plan collaboratively with the Curriculum Resource Teacher. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored through common assessments, Performance Matters reports, and iReady. Instruction is modified as needed based on decisions made through collaboration.

School Best Practices for Inclusive Education (BPIE)
According to our BPIE results, West Gate Elementary is going to focus on:
Element 25 "There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts"; and
Element 28 "General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students".
The following action steps have been developed to ensure we attain a "fully" level of implementation

rating in these two elements:
During Professional Learning Communities, our Curriculum Resource Teacher will facilitate collaborative planning sessions with Special Education, ESOL and General Education teacher. The focus will be on share accountability for co-planning and co-delivery of instruction as well as assessing students. Additionally, teachers will reflect on and assess their effectiveness as collaborative teachers, and discuss ways to improve effectiveness as needed. In addition to the curriculum resource teacher, the math cadre leaders will also facilitate collaborative planning sessions to support teachers on the planning and delivery of instruction.

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

The recruiting and retention of highly qualified staff begins with a detailed screening process of candidates. We also work with our Human Resource Specialist at the District level to identify and screen potential candidates. Once candidates are screened they go through a rigorous interview process. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

When the candidate is hired, he/she is immediately paired with a veteran teacher mentor in their grade level and are entered into the Educator Support Program. Their performance is monitored and support is provided as needed.

West Gate Elementary provides ongoing support to teachers in the form of mentoring and professional development programs.

Each teacher develops a Professional Growth Plan which is used and monitored throughout the year to help with individual professional growth.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. 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.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers meet with administration once a month to learn about important topics that affect their job. Additionally, each new teacher is paired with a veteran teacher mentor who is in the same grade level and Clinical Ed Certified. The mentor is able to observe and provide feedback on an ongoing basis when needed. Administrators conduct frequent walkthroughs, informal and formal observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and math 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.

b. Instructional Strategies

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

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with a 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the English 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 Professional Learning Communities
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day
Minutes added to school year: 2,880

After school tutoring program for students below grade level. Three hours per week for 16 weeks.

Strategy Rationale

Need for supplemental instruction to increase student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dorfberger, Bradly, bradly.dorfberger@palmbeachschools.org

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

Common assessments and diagnostic results are monitored.

Strategy: Weekend Program
Minutes added to school year: 2,520

Saturday tutorial program. Three hours per day for 14 Saturdays.

Strategy Rationale

Need for supplemental

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ordonez Feliciano, Patricia, patricia.ordonez-feliciano@palmbeachschools.org

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

Common assessments and diagnostic results are monitored

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning community. Teachers 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.

Local Head Start and private pre-schools are invited to bring their students to visit our K classes every spring. Staff and teachers go over the curriculum and instructional programs in place. Each parent receives a packet to use to take home and work with their student. A Kindergarten Round-up is also scheduled in the spring to register and orient future Kindergarten students and parents. During the roundup, teachers review the curriculum and send packets home. All incoming kindergarten students are invited to participate in our Summer Slide Program and receive a brand new book upon registering. Within the first 30 days of school, all Kindergarten students are assessed through the state's FLKRS. In addition, all students whose parents have checked on the registration form that they speak another language in the home are given a test of oral language to determine eligibility for the ELL program.

Fifth Grade students receive information about Middle School Choice programs in the District. Middle School presentations for 5th grade students are held from September through November. Additionally, West Gate hosts a Middle School Choice and Transition Night where representatives from different middle schools meet with parents and present their programs and application procedures. Guidance counselors assist our families through the process of applying to different middle school and ensuring students are prepared for the transition.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to the Florida State Standards, then student achievement in math will increase.

G2.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If teachers effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to the Florida State Standards, then student achievement in math will increase. `1a`

🔍 G083829

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Need for more individualized and small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Curriculum Resource Teacher Academic Tutor Math and Technology Resource Teacher 100% Highly Qualified Teachers Math & FSA Nights for parents Professional Learning Communities Tutoring Program Additional Books and Educational Resources for Students

- District Support

Plan to Monitor Progress Toward G1. `8`

Administrator will have data chats to monitor the effectiveness of the model towards achieving the goal

Person Responsible

Patricia Ordonez Feliciano

Schedule

Semiannually, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data chats schedule and diagnostic report

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. `1a`

🔍 G083830

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal `3`

- Parents understanding of the new Florida State Standards

- Need for more individualized and small group instruction

- Need for additional professional development for teachers

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Curriculum Resource Teacher Literacy Resource Teacher Supplemental Academic Instruction Teacher 100% Highly Qualified Teachers Science IDEAS - National Science Foundation Grant STEM Training iReady Reading Level Literacy Intervention Program (LLI) Literacy & FSA Nights for parents Professional Learning Communities Tutoring Program Additional Books and Educational Resources for Students

- Professional Development includes Professional Learning Communities, Book Study - "Engaging Students With Poverty in Mind: Practical Strategies for Raising Achievement", Marzano, Science IDEAS training, STEM training, ESOL training, ESE Strategies training, and Gifted Strategies training.

- Ongoing District Support from in-house and District experts

Plan to Monitor Progress Toward G2. `8`

Administrator will monitor student progress through Performance Matters and iReady

Person Responsible
Patricia Ordonez Feliciano

Schedule
Every 2 Months, from 9/1/2016 to 5/26/2017

Evidence of Completion
IReady Reports, Diagnostic Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If teachers effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to the Florida State Standards, then student achievement in math will increase. 1

🔑 G083829

G1.B1 Need for more individualized and small group instruction. 2

🔑 B222719

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S235018

Strategy Rationale

Students are provided differentiated instruction through small groups.

Action Step 1 5

Math resource teacher will provide small group instruction during math classes.

Person Responsible

Debbie Greene

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

student roster, lesson plans, schedule

Action Step 2 5

Academic Success Tutor will work with small groups of students during math blocks.

Person Responsible

Amanda Perez

Schedule

Daily, from 8/9/2016 to 6/1/2017

Evidence of Completion

schedule, class roster, service log

Action Step 3 [5]

Provide extended learning opportunities during the school day. after school, and on Saturdays.

Person Responsible

Bradly Dorfberger

Schedule

Daily, from 9/26/2016 to 3/16/2017

Evidence of Completion

student and teacher sign-in sheets, lesson plans, class rosters

Action Step 4 [5]

Ensure students have instructional resources and supplies to enhance classroom instruction.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 10/31/2016

Evidence of Completion

purchase orders, requisitions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Administrator will monitor the implementation of extended learning opportunities, push in model, and/or small group instruction

Person Responsible

Patricia Ordonez Feliciano

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

admin feedback and reflection from review of lesson plans, schedules, informal observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrator will conduct weekly walkthroughs and monitor assessment data on Performance Matters

Person Responsible

Bradly Dorfberger

Schedule

Monthly, from 9/1/2016 to 3/31/2017

Evidence of Completion

Student assessment data & iObservation walkthough report

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. [1]

🔑 G083830

G2.B1 Parents understanding of the new Florida State Standards [2]

🔑 B222720

G2.B1.S1 Provide opportunities for effective communication and training on understanding the Florida State Standards [4]

🔑 S235019

Strategy Rationale

As we improve our teacher capacity on the Florida Standards, then we will be able to foster parent support in student learning at home.

Action Step 1 [5]

Every Student will be provided with a Student Planner and Communication Folder to ensure on-going communication with parents regarding student progress, school-wide events, and parent trainings.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 8/15/2016

Evidence of Completion

Agenda Purchase Order, Student Needs Checklist

Action Step 2 [5]

Provide at least three parent trainings modeling instructional strategies that parents can use at home to help improve overall academic achievement.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 6 Weeks, from 9/21/2016 to 2/28/2017

Evidence of Completion

Sign in sheets, evaluations, and Agenda

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

Administration will audit Student Needs Checklist and/or sample student agenda pages

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 8/16/2016

Evidence of Completion

Copies of Student Needs Checklist with teacher and administrator initials, or sample agenda pages

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

Administrators will attend Parent Trainings

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 6 Weeks, from 9/21/2016 to 2/28/2017

Evidence of Completion

Parent survey feedback

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

Agenda and Communication Folder use

Person Responsible

Patricia Ordonez Feliciano

Schedule

Semiannually, from 10/3/2016 to 6/2/2017

Evidence of Completion

Sample agenda pages

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

Parent survey feedback

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 6 Weeks, from 9/21/2016 to 2/28/2017

Evidence of Completion

Parent sample surveys

G2.B2 Need for more individualized and small group instruction [2]

🔍 B222721

G2.B2.S1 Increase use of technology for instruction [4]

🔍 S235020

Strategy Rationale

Students need to learn the computer skills required to complete online State assessments as well as acquire the skills necessary for the 21st century.

Action Step 1 [5]

Provide technology for use with online programs for supplemental Reading instruction.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

purchase order, requisition

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrator will monitor the progress of students towards meeting the goals within the program

Person Responsible

Bradly Dorfberger

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Review usage reports generated by the program

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrator will monitor the student academic progress in both reading and math

Person Responsible

Patricia Ordonez Feliciano

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Reading and Math student reports

G2.B2.S2 Provide added support during the regular school day as well as after school and Saturday tutorial 4

🔑 S235021

Strategy Rationale

Students are provided differentiated instruction in small groups.

Action Step 1 5

Provide extended learning opportunities for weekday, after school, and Saturday tutorials.

Person Responsible

Bradly Dorfberger

Schedule

Daily, from 9/26/2016 to 3/16/2017

Evidence of Completion

Student and teacher attendance rosters, schedule, and lesson plans

Action Step 2 5

Resource teacher will co-teach and work with small groups of students during Reading classes.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Resource teacher schedule, student roster and sample lesson plans

Action Step 3 `5`

Resource teacher will co-teach and work with small groups of students during Reading classes.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Resource teacher schedule, student roster and sample lesson plans

Action Step 4 `5`

Ensure students have instructional resources and supplies to enhance classroom instruction.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 10/31/2016

Evidence of Completion

purchase order, requisition

Action Step 5 `5`

Community Language Facilitator will work with small groups of students in classrooms on academics.

Person Responsible

Elena Santis

Schedule

Daily, from 8/11/2016 to 6/1/2017

Evidence of Completion

service log, schedule, student roster

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administrator will monitor the fidelity of the tutorial implementation

Person Responsible

Bradly Dorfberger

Schedule

Monthly, from 9/26/2016 to 3/17/2017

Evidence of Completion

Administrator will review and initial lesson plans, provide feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administrator will monitor the implementation of the push in and/or pull out model

Person Responsible

Patricia Ordonez Feliciano

Schedule

Monthly, from 8/17/2015 to 6/2/2017

Evidence of Completion

Evidence of review of lesson plans, provide feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administrator will conduct weekly walkthroughts and monitor assessment data on Performance Matters

Person Responsible

Bradly Dorfberger

Schedule

Weekly, from 10/3/2016 to 3/31/2017

Evidence of Completion

Student Assessment data & notes from walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administrator will have data chats to monitor the effectiveness of the push in /pull out instruction.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 2 Months, from 10/3/2016 to 5/19/2017

Evidence of Completion

Data chats schedule and assessment data

G2.B3 Need for additional professional development for teachers 2

🔑 B222722

G2.B3.S1 Focus professional development to target specific instructional strategies needed to support inclusive classroom practices and tutorial instruction 4

🔑 S235022

Strategy Rationale

To increase teachers understanding of the standards

Action Step 1 5

Select staff will attend conferences for professional development on best practice instructional strategies to share with other instructional staff.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 7/29/2016

Evidence of Completion

travel documents (TDE, agenda, receipts)

Action Step 2 5

Provide opportunities for teachers to participate in district and school-based summer collaborative planning professional learning communities, and professional development.

Person Responsible

Laura Althouse

Schedule

On 8/8/2016

Evidence of Completion

sign-in sheets, agenda, work products

Action Step 3 `5`

Provide teachers with instructional resources and supplies for professional development.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 12/16/2016

Evidence of Completion

purchase orders, requisitions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Monitor PD Agendas, minutes, and sign in sheets

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

iObservations, lesson plans, teacher feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor Reading Coach activities

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

coaches logs, iObservations, teacher feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B3.S1.A1 🔍 A302893	Select staff will attend conferences for professional development on best practice instructional...	Ordonez Feliciano, Patricia	7/1/2016	travel documents (TDE, agenda, receipts)	7/29/2016 one-time
G2.B3.S1.A2 🔍 A302894	Provide opportunities for teachers to participate in district and school-based summer collaborative...	Althouse, Laura	8/8/2016	sign-in sheets, agenda, work products	8/8/2016 one-time
G2.B1.S1.A1 🔍 A302885	Every Student will be provided with a Student Planner and Communication Folder to ensure on-going...	Ordonez Feliciano, Patricia	8/1/2016	Agenda Purchase Order, Student Needs Checklist	8/15/2016 one-time
G2.B1.S1.MA1 🔍 M307596	Administration will audit Student Needs Checklist and/or sample student agenda pages	Ordonez Feliciano, Patricia	8/1/2016	Copies of Student Needs Checklist with teacher and administrator initials, or sample agenda pages	8/16/2016 one-time
G1.B1.S1.A4 🔍 A302884	Ensure students have instructional resources and supplies to enhance classroom instruction.	Ordonez Feliciano, Patricia	8/8/2016	purchase orders, requisitions	10/31/2016 one-time
G2.B2.S2.A4 🔍 A302891	Ensure students have instructional resources and supplies to enhance classroom instruction.	Ordonez Feliciano, Patricia	8/3/2016	purchase order, requisition	10/31/2016 one-time
G2.B3.S1.A3 🔍 A302895	Provide teachers with instructional resources and supplies for professional development.	Ordonez Feliciano, Patricia	8/8/2016	purchase orders, requisitions	12/16/2016 one-time
G2.B1.S1.MA4 🔍 M307595	Parent survey feedback	Ordonez Feliciano, Patricia	9/21/2016	Parent sample surveys	2/28/2017 every-6-weeks
G2.B1.S1.MA3 🔍 M307597	Administrators will attend Parent Trainings	Ordonez Feliciano, Patricia	9/21/2016	Parent survey feedback	2/28/2017 every-6-weeks
G2.B1.S1.A2 🔍 A302886	Provide at least three parent trainings modeling instructional strategies that parents can use at...	Ordonez Feliciano, Patricia	9/21/2016	Sign in sheets, evaluations, and Agenda	2/28/2017 every-6-weeks
G1.B1.S1.A3 🔍 A302883	Provide extended learning opportunities during the school day. after school, and on Saturdays.	Dorfberger, Bradly	9/26/2016	student and teacher sign-in sheets, lesson plans, class rosters	3/16/2017 daily
G2.B2.S2.A1 🔍 A302888	Provide extended learning opportunities for weekday, after school, and Saturday tutorials.	Dorfberger, Bradly	9/26/2016	Student and teacher attendance rosters, schedule, and lesson plans	3/16/2017 daily
G2.B2.S2.MA1 🔍 M307602	Administrator will monitor the fidelity of the tutorial implementation	Dorfberger, Bradly	9/26/2016	Administrator will review and initial lesson plans, provide feedback	3/17/2017 monthly
G1.B1.S1.MA1 🔍 M307591	Administrator will conduct weekly walkthroughs and monitor assessment data on Performance Matters	Dorfberger, Bradly	9/1/2016	Student assessment data & iObservation walkthough report	3/31/2017 monthly
G2.B2.S2.MA1 🔍 M307600	Administrator will conduct weekly walkthroughs and monitor assessment data on Performance Matters	Dorfberger, Bradly	10/3/2016	Student Assessment data & notes from walkthroughs	3/31/2017 weekly
G2.B2.S2.MA4 🔍 M307601	Administrator will have data chats to monitor the effectiveness of the push in /pull out...	Ordonez Feliciano, Patricia	10/3/2016	Data chats schedule and assessment data	5/19/2017 every-2-months
G2.MA1 🔍 M307606	Administrator will monitor student progress through Performance Matters and iReady	Ordonez Feliciano, Patricia	9/1/2016	IReady Reports, Diagnostic Data	5/26/2017 every-2-months
G1.B1.S1.A2 🔍 A302882	Academic Success Tutor will work with small groups of students during math blocks.	Perez, Amanda	8/9/2016	schedule, class roster, service log	6/1/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A2 A302889	Resource teacher will co-teach and work with small groups of students during Reading classes.	Ordonez Feliciano, Patricia	8/15/2016	Resource teacher schedule, student roster and sample lesson plans	6/1/2017 daily
G2.B2.S2.A3 A302890	Resource teacher will co-teach and work with small groups of students during Reading classes.	Ordonez Feliciano, Patricia	8/15/2016	Resource teacher schedule, student roster and sample lesson plans	6/1/2017 daily
G2.B2.S2.A5 A302892	Community Language Facilitator will work with small groups of students in classrooms on academics.	Santis, Elena	8/11/2016	service log, schedule, student roster	6/1/2017 daily
G1.MA1 M307593	Administrator will have data chats to monitor the effectiveness of the model towards achieving the...	Ordonez Feliciano, Patricia	9/1/2016	Data chats schedule and diagnostic report	6/2/2017 semiannually
G1.B1.S1.MA1 M307592	Administrator will monitor the implementation of extended learning opportunities, push in model,...	Ordonez Feliciano, Patricia	8/15/2016	admin feedback and reflection from review of lesson plans, schedules, informal observations	6/2/2017 monthly
G1.B1.S1.A1 A302881	Math resource teacher will provide small group instruction during math classes.	Greene, Debbie	8/9/2016	student roster, lesson plans, schedule	6/2/2017 daily
G2.B1.S1.MA1 M307594	Agenda and Communication Folder use	Ordonez Feliciano, Patricia	10/3/2016	Sample agenda pages	6/2/2017 semiannually
G2.B2.S1.MA1 M307598	Administrator will monitor the student academic progress in both reading and math	Ordonez Feliciano, Patricia	9/1/2016	Reading and Math student reports	6/2/2017 monthly
G2.B2.S1.MA1 M307599	Administrator will monitor the progress of students towards meeting the goals within the program	Dorfberger, Bradly	9/1/2016	Review usage reports generated by the program	6/2/2017 monthly
G2.B2.S1.A1 A302887	Provide technology for use with online programs for supplemental Reading instruction.	Ordonez Feliciano, Patricia	9/1/2016	purchase order, requisition	6/2/2017 daily
G2.B3.S1.MA1 M307604	Monitor Reading Coach activities	Ordonez Feliciano, Patricia	8/9/2016	coaches logs, iObservations, teacher feedback	6/2/2017 weekly
G2.B3.S1.MA1 M307605	Monitor PD Agendas, minutes, and sign in sheets	Ordonez Feliciano, Patricia	8/9/2016	iObservations, lesson plans, teacher feedback	6/2/2017 weekly
G2.B2.S2.MA3 M307603	Administrator will monitor the implementation of the push in and/or pull out model	Ordonez Feliciano, Patricia	8/17/2015	Evidence of review of lesson plans, provide feedback	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G2.B3 Need for additional professional development for teachers

G2.B3.S1 Focus professional development to target specific instructional strategies needed to support inclusive classroom practices and tutorial instruction

PD Opportunity 1

Select staff will attend conferences for professional development on best practice instructional strategies to share with other instructional staff.

Facilitator

Laura Althouse

Participants

K-5 teachers

Schedule

On 7/29/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Math resource teacher will provide small group instruction during math classes.				$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0481 - West Gate Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Debbie Greene (salary and benefits)			
2	G1.B1.S1.A2	Academic Success Tutor will work with small groups of students during math blocks.				$33,151.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0481 - West Gate Elementary School	Title I, Part A	1.0	$33,151.00
			Notes: Amanda Perez (salary and benefits)			
3	G1.B1.S1.A3	Provide extended learning opportunities during the school day. after school, and on Saturdays.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0481 - West Gate Elementary School	Title I, Part A		$15,000.00
			Notes: Tutorial - sal/bens			
4	G1.B1.S1.A4	Ensure students have instructional resources and supplies to enhance classroom instruction.				$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$1,250.00
			Notes: iReady books			
5	G2.B1.S1.A1	Every Student will be provided with a Student Planner and Communication Folder to ensure on-going communication with parents regarding student progress, school-wide events, and parent trainings.				$2,819.64
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$1,245.00
			Notes: Student Agenda/Planner			
	6150	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$1,574.64

		Notes: Communication Folders				
6	**G2.B1.S1.A2**	**Provide at least three parent trainings modeling instructional strategies that parents can use at home to help improve overall academic achievement.**				**$1,898.05**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$1,898.05
		Notes: Supplies and instructional resources for parent training (refreshment, paper, ink, chat paper, pens, post it, manipulatives)				
7	**G2.B2.S1.A1**	**Provide technology for use with online programs for supplemental Reading instruction.**				**$11,933.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0481 - West Gate Elementary School	Title I, Part A		$11,933.00
		Notes: Laptops/desk top computers, head phones				
8	**G2.B2.S2.A1**	**Provide extended learning opportunities for weekday, after school, and Saturday tutorials.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0481 - West Gate Elementary School	Title I, Part A		$15,000.00
		Notes: Tutorial Sal/Bens				
9	**G2.B2.S2.A2**	**Resource teacher will co-teach and work with small groups of students during Reading classes.**				**$66,342.45**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0481 - West Gate Elementary School	Title I, Part A	1.0	$66,342.45
		Notes: Genay Mitchell - 1.0 Resource				
10	**G2.B2.S2.A3**	**Resource teacher will co-teach and work with small groups of students during Reading classes.**				**$66,342.45**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0481 - West Gate Elementary School	Title I, Part A	1.0	$66,342.45
		Notes: Laura Althouse - 1.0 Resource				
11	**G2.B2.S2.A4**	**Ensure students have instructional resources and supplies to enhance classroom instruction.**				**$20,555.98**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$20,555.98

		Notes: iReady books, paper, sticky notes, pencils. chart paper, note books, folders			
12	**G2.B2.S2.A5**	**Community Language Facilitator will work with small groups of students in classrooms on academics.**			**$27,707.27**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0481 - West Gate Elementary School	Title I, Part A	1.0	$27,707.27
		Notes: Elena Santis (salary and benefits)				

13	**G2.B3.S1.A1**	**Select staff will attend conferences for professional development on best practice instructional strategies to share with other instructional staff.**			**$7,593.38**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0481 - West Gate Elementary School	Title I, Part A		$3,439.00
		Notes: Soluciones Conference				
	6400	330-Travel	0481 - West Gate Elementary School	Title I, Part A		$4,154.38
		Notes: NAESP Conference				

14	**G2.B3.S1.A2**	**Provide opportunities for teachers to participate in district and school-based summer collaborative planning professional learning communities, and professional development.**			**$5,850.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0481 - West Gate Elementary School	Title I, Part A		$5,850.00
		Notes: Stipends				

15	**G2.B3.S1.A3**	**Provide teachers with instructional resources and supplies for professional development.**			**$4,011.67**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0481 - West Gate Elementary School	Title I, Part A		$4,011.67
		Notes: paper, sticky notes, chart paper, ink, highlighters, pencils, tape, ASCD subscription newsletter, folders				
					Total:	**$345,797.34**