

West Gate Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for West Gate Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Positive Behavior Support (PBS) 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 PBS 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating 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.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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

- 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 PBS 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.).
- PBS 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	35	26	17	27	13	28	0	0	0	0	0	0	0	146
One or more suspensions	7	8	1	8	11	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	69	91	84	87	58	65	0	0	0	0	0	0	0	454
Level 1 on statewide assessment	0	0	0	56	44	65	0	0	0	0	0	0	0	165

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	26	27	11	61	44	57	0	0	0	0	0	0	0	226

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/453811>.

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

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
Pilat, Diana	Teacher, K-12
Mooney, Jennifer	Assistant Principal
Ramirez, Regina	Teacher, ESE
Pimentel, Ivonne	Teacher, K-12
Mitchell, Genay	

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 PBS. West Gates updates action plans during monthly Positive Behavior Expectations meetings. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of PBS 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, three additional teachers, three academic tutors, one Community Language Facilitator 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
Jeanette Jimenez	Parent
Guyonel Roland	Parent
Jo-Anne Whitney	Teacher
Amelia Escalante	Parent
Genay Mitchell	Teacher
Daphne Damisse	Education Support Employee
Wesley Norwood	Business/Community
Tedra Acoosta	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Lubin, Carole	Teacher, K-12
Pimentel, Ivonne	Teacher, K-12
Mione, Carol	Teacher, K-12
Cawley, Alyssa	Teacher, K-12
Deda, Sadiona	Teacher, K-12
Love, Crystal	Teacher, K-12
Eller, Erica	Teacher, K-12
Hughes, Bailey	Teacher, K-12
Ferreria, Stephany	School Counselor
Mateos, Miriam	Teacher, K-12
Konigsberg, Dan	Teacher, K-12
Mooney, Jennifer	Assistant Principal

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, at least one teacher from each grade level, resource teacher, a representative from the ESOL department, a representative from the ESE department, the school Principal and Assistant 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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.

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.

West Gate Elementary held a Summer Institute for new teachers to provide support and tools to new teachers and teachers in the profession for less than five years.

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.

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 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.

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
- 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 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: Weekend Program

Minutes added to school year: 1,080

Saturday tutorial will be provided to students to provide additional math and science instruction.

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

Mooney, Jennifer, jennifer.mooney@palmbeachschools.org

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

Common assessments, diagnostic results and attendance are monitored

Strategy: Extended School Day

Minutes added to school year: 10,800

Provide additional support to all students to increase their reading performance.

Strategy Rationale

If we provide additional time focused on reading to target the specific needs of our students, then we will see an improvement in their reading performance.

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

RRR, Common assessments and diagnostic results are monitored

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, West Gate Elementary 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 West Gate 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)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

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

Scheduling opportunities or creating guides for reading books or 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 of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 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 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

G094808

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	65.0
FSA ELA Achievement - Grade 3	44.0
FSA ELA Achievement	45.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge with planning standards based learning opportunities which includes differentiation through built in scaffolds during core instruction, implementing small group instruction and personalizing student learning throughout the school day.

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 G1. 8

Administrator will monitor student progress by analyzing mid-year diagnostic data through Unify and iReady

Person Responsible

Patricia Ordonez Feliciano

Schedule

Triannually, from 9/11/2017 to 6/1/2018

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

 = Problem Solving Step  S123456 = Quick Key


G1. 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**

 G094808

G1.B4 We have a challenge with planning standards based learning opportunities which includes differentiation through built in scaffolds during core instruction, implementing small group instruction and personalizing student learning throughout the school day. **2**

 B254979

G1.B4.S1 Provide a variety of professional learning opportunities that focus on planning and delivering standards-based instruction using specific instructional strategies to support inclusive classroom practices to meet the needs of all students. **4**

 S269422

Strategy Rationale

If we continue to develop the capacity of our teachers in standards-based planning and instructional delivery and deepen their understanding of how to also differentiate instruction to meet the needs of our students, then we will see an increase in teacher effectiveness at delivering instruction.

Action Step 1 **5**

Provide instructional staff with opportunities to attend conferences for professional development on best practice instructional strategies that they will share with other instructional staff.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Annually, from 7/1/2017 to 6/23/2018

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

Diana Pilat

Schedule

On 8/11/2017

Evidence of Completion

sign-in sheets, agenda, work products

Action Step 3 5

Develop a Professional Learning Community (PLCs) schedule that provides instructional staff opportunities to work collaboratively to deepen their understanding of the standards, plan standards based instruction, identify and plan for meeting specific student's needs after analyzing student data, and share best practices and strategies that work for meeting the diverse needs of our students.

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 8/11/2017

Evidence of Completion

PLC Schedule and agendas

Action Step 4 5

Provide teachers with support and guidance during PLCs to unpack standards so they are able to plan explicit lessons with built in scaffolds to serve as a pathway to standards mastery.

Person Responsible

Diana Pilat

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC Agenda, Sign In Sheet, Learning Scales, Lesson Plans

Action Step 5 5

Provide teachers with support and guidance during PLCs to analyze formative assessment data to identify the needs of students and determine the most effective instructional method (small group, targeted tutorial, iii, one-on-one instruction, etc.) that will meet their needs.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 3 Weeks, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC Agenda, Sign In Sheet, Learning Scales, Lesson Plans

Action Step 6 5

During PLCs and learning walks teachers will share best practices and strategies that have been effective at meeting students' needs.

Person Responsible

Jennifer Mooney

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC Agenda, Sign In Sheet, Strategies

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

Monitor PD Agendas, minutes, and sign in sheets

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

iObservations, lesson plans, teacher feedback

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

Administrators will conduct classroom walkthroughs to ensure the learning taking place in PLC is transferring into the classroom through effective instructional delivery and improved student outcomes.

Person Responsible

Patricia Ordonez Feliciano

Schedule

Every 3 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

iObservations, teacher feedback and formative student data such as FSQs, USAs, and iReady reports

G1.B4.S2 Provide students with a variety of learning opportunities that will support and improve their engagement in learning. 4

 S269423

Strategy Rationale

If students' needs are being by implementing various methods of instructional deliver (small group, built in scaffolds, tutorials, etc.), then we will see an increase in their engagement and improvement in their outcomes.

Action Step 1 5

Resource teachers will provide small group instruction during reading classes to ensure students receive individualized learning

Person Responsible

Jennifer Mooney

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

student roster, lesson plans, schedule

Action Step 2 5

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

Person Responsible

Amanda Perez

Schedule

Daily, from 8/28/2017 to 6/1/2018

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

Jennifer Mooney

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 8/14/2017

Evidence of Completion

purchase orders, requisitions

Action Step 5 5

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

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

service log, schedule, student roster

Plan to Monitor Fidelity of Implementation of G1.B4.S2 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 8/21/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

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

Person Responsible

Jennifer Mooney

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Student assessment data & iObservation walkthrough report

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.A2 A359741	Provide opportunities for teachers to participate in district and school-based summer collaborative...	Pilat, Diana	7/10/2017	sign-in sheets, agenda, work products	8/11/2017 one-time
G1.B4.S1.A3 A359742	Develop a Professional Learning Community (PLCs) schedule that provides instructional staff...	Ordonez Feliciano, Patricia	8/7/2017	PLC Schedule and agendas	8/11/2017 one-time
G1.B4.S2.A4 A359749	Ensure students have instructional resources and supplies to enhance classroom instruction.	Ordonez Feliciano, Patricia	8/14/2017	purchase orders, requisitions	8/14/2017 one-time
G1.B4.S1.MA1 M384416	Administrators will conduct classroom walkthroughs to ensure the learning taking place in PLC is...	Ordonez Feliciano, Patricia	8/28/2017	iObservations, teacher feedback and formative student data such as FSQs, USAs, and iReady reports	5/25/2018 every-3-weeks
G1.B4.S1.MA1 M384417	Monitor PD Agendas, minutes, and sign in sheets	Ordonez Feliciano, Patricia	8/28/2017	iObservations, lesson plans, teacher feedback	5/25/2018 weekly
G1.B4.S2.MA1 M384418	Administrator will conduct weekly walkthroughs and monitor assessment data on Performance Matters	Mooney, Jennifer	9/11/2017	Student assessment data & iObservation walkthrough report	5/25/2018 monthly
G1.MA1 M384420	Administrator will monitor student progress by analyzing mid-year diagnostic data through Unify and...	Ordonez Feliciano, Patricia	9/11/2017	iReady Reports, Diagnostic Data	6/1/2018 triannually
G1.B4.S1.A4 A359743	Provide teachers with support and guidance during PLCs to unpack standards so they are able to plan...	Pilat, Diana	8/28/2017	PLC Agenda, Sign In Sheet, Learning Scales, Lesson Plans	6/1/2018 biweekly
G1.B4.S1.A5 A359744	Provide teachers with support and guidance during PLCs to analyze formative assessment data to...	Ordonez Feliciano, Patricia	8/28/2017	PLC Agenda, Sign In Sheet, Learning Scales, Lesson Plans	6/1/2018 every-3-weeks
G1.B4.S1.A6 A359745	During PLCs and learning walks teachers will share best practices and strategies that have been...	Mooney, Jennifer	8/28/2017	PLC Agenda, Sign In Sheet, Strategies	6/1/2018 monthly
G1.B4.S2.MA1 M384419	Administrator will monitor the implementation of extended learning opportunities, push in model,...	Ordonez Feliciano, Patricia	8/21/2017	admin feedback and reflection from review of lesson plans, schedules, informal observations	6/1/2018 monthly
G1.B4.S2.A1 A359746	Resource teachers will provide small group instruction during reading classes to ensure students...	Mooney, Jennifer	8/28/2017	student roster, lesson plans, schedule	6/1/2018 daily
G1.B4.S2.A2 A359747	Academic Success Tutor will work with small groups of students during math classes	Perez, Amanda	8/28/2017	schedule, class roster, service log	6/1/2018 daily
G1.B4.S2.A3 A359748	Provide extended learning opportunities during the school day, after school, and on Saturdays.	Mooney, Jennifer	8/21/2017	student and teacher sign-in sheets, lesson plans, schedules, class rosters	6/1/2018 daily
G1.B4.S2.A5 A359750	Community Language Facilitator will work with small groups of students in classrooms on academics.	Ordonez Feliciano, Patricia	8/10/2017	service log, schedule, student roster	6/1/2018 daily
G1.B4.S1.A1 A359740	Provide instructional staff with opportunities to attend conferences for professional development...	Ordonez Feliciano, Patricia	7/1/2017	travel documents (TDE, agenda, receipts)	6/23/2018 annually

V. Professional Development Opportunities

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

G1. 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.

G1.B4 We have a challenge with planning standards based learning opportunities which includes differentiation through built in scaffolds during core instruction, implementing small group instruction and personalizing student learning throughout the school day.

G1.B4.S1 Provide a variety of professional learning opportunities that focus on planning and delivering standards-based instruction using specific instructional strategies to support inclusive classroom practices to meet the needs of all students.

PD Opportunity 1

Provide instructional staff with opportunities to attend conferences for professional development on best practice instructional strategies that they will share with other instructional staff.

Facilitator

Administrators, teachers, Safe Schools Coordinator

Participants

K-5 teachers

Schedule

Annually, from 7/1/2017 to 6/23/2018

PD Opportunity 2

Provide teachers with support and guidance during PLCs to unpack standards so they are able to plan explicit lessons with built in scaffolds to serve as a pathway to standards mastery.

Facilitator

Single School Culture Coordinator, Team Leaders and Administrators

Participants

Instructional Staff

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

PD Opportunity 3

Provide teachers with support and guidance during PLCs to analyze formative assessment data to identify the needs of students and determine the most effective instructional method (small group, targeted tutorial, iii, one-on-one instruction, etc.) that will meet their needs.

Facilitator

Instructional Coaches, Single School Culture Coordinator and Administrators

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 8/28/2017 to 6/1/2018

PD Opportunity 4

During PLCs and learning walks teachers will share best practices and strategies that have been effective at meeting students' needs.

Facilitator

Team Leaders, Single School Culture Coordinator and Administrators

Participants

Instructional Staff

Schedule

Monthly, from 8/28/2017 to 6/1/2018

VI. Technical Assistance Items

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