

The School District of Palm Beach County

West Gate Elementary School



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 97% |
| 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 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B | C* |

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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 |

Duties

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

Principal -

Oversees all aspects of school functions including: vision of academic success for all students, school climate, developing leadership, improving instruction, school data, and personnel.

Assistant Principal -

Acts as principal designee. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. Communicates expectations related to teaching and learning in intellectually stimulating ways that promote application of learning. Monitors the implementation of effective instruction to meet the needs of all students. Monitors the implementation of cultural competence, equity, and access within the instructional practices.

Single School Culture Coordinator -

Provides teachers with instructional leadership and support for the continuous academic improvement of all students. Provides coaching, support, and learning strategies to teachers to improve instruction. Provides curricular support for Summer swing/ Summer slide programs. Uses the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. Uses data to assess student needs; guides

teachers in tailoring instruction to meet individual needs. Provides support at PLCs. Guides teachers in effectively using data to make adjustments to instruction.

ESE Coordinator - Oversee the Exceptional Student Education program and ensure compliance with District, State and Federal guidelines and the law.

ESOL Coordinator - Oversee the English Language Learner program and ensure compliance with District, State and Federal guidelines and the law.

Early Warning Systems

Year 2017-18

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 | 28 | 33 | 27 | 18 | 24 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 153 |
| One or more suspensions | 10 | 4 | 3 | 5 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA or Math | 55 | 95 | 75 | 101 | 83 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 476 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 49 | 52 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 |

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 | 21 | 24 | 21 | 52 | 56 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 217 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 7 | 11 | 13 | 27 | 35 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| Retained Students: Previous Year(s) | 6 | 9 | 13 | 24 | 35 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |

Date this data was collected

Monday 9/24/2018

Year 2016-17 - As Reported

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 |

Year 2016-17 - Updated

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 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile was 42%. This was a decrease of 6% when compared to our 2017 data. ELA Achievement was 46%, which represents an increase of 7% when compared to our 2017 data. This is a trend observed in the past two years.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile had a decrease of 6%.
Math Lowest 25th Percentile had a decrease of 5%.

Which data component had the biggest gap when compared to the state average?

ELA Achievement data of 46% had the biggest gap when compared to the state average of 56%, a 10% difference. Event though there is a 10% difference, the 46% this year represents a 7% increase from the prior year.

Which data component showed the most improvement? Is this a trend?

Science Achievement data of 53% showed the most improvement with an increase of 20%. Additionally, all subgroups a minimum of 3% up to 11% gains in ELA and Math achievement. Our school is showing progress for the past 3 years.

Describe the actions or changes that led to the improvement in this area.

The actions or changes that led to the improvement in this area include a focused plan that was based on data, and the creation of school based science experiments, and rigorous lesson plans.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 46% | 57% | 56% | 35% | 52% | 52% |
| ELA Learning Gains | 56% | 61% | 55% | 51% | 56% | 52% |
| ELA Lowest 25th Percentile | 42% | 56% | 48% | 53% | 51% | 46% |
| Math Achievement | 64% | 65% | 62% | 59% | 61% | 58% |
| Math Learning Gains | 68% | 63% | 59% | 78% | 61% | 58% |
| Math Lowest 25th Percentile | 49% | 53% | 47% | 63% | 51% | 46% |
| Science Achievement | 53% | 56% | 55% | 49% | 53% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|----------|---------|---------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 28 (35) | 33 (26) | 27 (17) | 18 (27) | 24 (13) | 23 (28) | 153 (146) |
| One or more suspensions | 10 (7) | 4 (8) | 3 (1) | 5 (8) | 5 (11) | 11 (12) | 38 (47) |
| Course failure in ELA or Math | 55 (69) | 95 (91) | 75 (84) | 101 (87) | 83 (58) | 67 (65) | 476 (454) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 49 (56) | 52 (44) | 36 (65) | 137 (165) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 39% | 56% | -17% | 57% | -18% |
| | 2017 | 36% | 54% | -18% | 58% | -22% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 40% | 58% | -18% | 56% | -16% |
| | 2017 | 41% | 57% | -16% | 56% | -15% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 4% | | | | |
| 05 | 2018 | 46% | 59% | -13% | 55% | -9% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 29% | 52% | -23% | 53% | -24% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 57% | 63% | -6% | 62% | -5% |
| | 2017 | 53% | 62% | -9% | 62% | -9% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 55% | 63% | -8% | 62% | -7% |
| | 2017 | 58% | 64% | -6% | 64% | -6% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2018 | 67% | 66% | 1% | 61% | 6% |
| | 2017 | 53% | 61% | -8% | 57% | -4% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | 9% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 48% | 56% | -8% | 55% | -7% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 22 | 38 | 41 | 42 | 50 | 38 | 28 | | | | |
| ELL | 42 | 56 | 43 | 64 | 64 | 44 | 36 | | | | |
| BLK | 40 | 53 | 38 | 57 | 63 | 50 | 53 | | | | |
| HSP | 45 | 55 | 43 | 65 | 68 | 47 | 52 | | | | |
| WHT | 71 | 73 | | 65 | 91 | | | | | | |
| FRL | 45 | 56 | 42 | 63 | 68 | 49 | 52 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 14 | 35 | 42 | 35 | 47 | 39 | 21 | | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| ELL | 35 | 47 | 50 | 61 | 71 | 54 | 19 | | | | |
| BLK | 33 | 43 | 64 | 48 | 59 | 58 | 38 | | | | |
| HSP | 40 | 49 | 46 | 64 | 69 | 52 | 30 | | | | |
| WHT | 54 | 53 | | 58 | 67 | | 50 | | | | |
| FRL | 38 | 47 | 48 | 60 | 67 | 54 | 31 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------|--|
| Title | To ensure progress towards student achievement within ELA and Math instruction to support the expectations LTO#1 & LTO #2; Increase reading on grade level by grade 3 & Ensure high school readiness |
| Rationale | <p>ELA is the lowest performing achievement area with 46%. Additionally, ELA lowest 25th percentile is 42% and showed the greatest decline from 2017 and 2018.</p> <p>Math lowest 25th percentile is 49% and showed the second greatest decline from 2017 to 2018.</p> <p>This area of focus aligns with the District Strategic Plan to Increase reading on grade level to 75% and ensure 75% high school readiness.</p> |
| Intended Outcome | <p>Improve ELA Proficiency by 6 % to be on target for meeting the LTO of the Strategic Plan by 2021, which is 65%.</p> <p>Improve Math Proficiency by 5 % to be on target for meeting the LTO of the Strategic Plan by 2021.</p> |
| Point Person | Patricia Ordonez Feliciano (patricia.ordonez-feliciano@palmbeachschools.org) |
| Action Step | |
| Description | <p>Pillars of Effective Instruction – Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> o Students will use iReady to build content knowledge across the content areas. (AP) o Students will keep journals or notebooks in which they write to explain, analyze, and reflect using question types and question stems from each of the FSA ELA Reporting Categories at least twice weekly across the 3 main content areas: ELA, mathematics, and science. (AP) o Teachers will use engaging strategies such as accountable talk to explain their thinking and writing with students in small groups. (AP) o Academic tutors and resources teachers will provide in classroom support for small group instruction for students during reading and mathematics classes. (AP, ESOL Coordinator, ESE contact) o Teachers will utilize research based strategies such as our "Go to strategies" that engage ELLs and all students more actively in learning. (ESOL Coordinator) o Teachers will be departmentalized in grade 5 to focus their planning and increase the rigor in their instruction as well as their alignment to the Florida Standards. ((AP) o Extended reading and math learning opportunities will be available after school for students in grades 2nd through 5th.(AP and SSCC) o Summer reading academy will be offered for 2nd and 3rd grade students. (SSCC) o Trailblazer technology program will be implemented in various classrooms to enhance teaching in reading and mathematics. (AP) o An additional community language facilitator will be employed to provide additional support when communicating with parents. (ESOL Coordinator) o Teachers will participate in weekly teacher-led professional learning communities. (SSCC, AP) o Teachers will receive training in Social Emotional Learning (SEL) to help students |

improve academic achievement and engage students in learning throughout the day..
(SSCC)

o Students will participate in Morning Meetings where they will learn SEL strategies to help them manage stress, regulate their behavior and develop positive relationship with other students and adults in school.(SSCC, AP)

Person Responsible Patricia Ordonez Feliciano (patricia.ordonez-feliciano@palmbeachschools.org)

Plan to Monitor Effectiveness

Description FSQs, USAs, iReady, Imagine Learning, teacher created common assessment, PBPA, Winter Diagnostic, FSA results, Classroom rigor walks, iObservation data

Person Responsible Patricia Ordonez Feliciano (patricia.ordonez-feliciano@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-ready culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

Our school is part of the Social Emotional Learning (SEL) Wallace grant and we are incorporating SEL strategies throughout the day to not only support students academically but also to enhance their emotional/behavior growth.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Our school is part of the Social Emotional Learning (SEL) Wallace grant and we are incorporating SEL strategies throughout the day to not only support students academically but also to enhance their emotional/behavior growth.

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. Collaboration occurs across grade levels, content areas, and feeder schools. 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. 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.

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. Guidance counselors host an academic planning night to assist our families..

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 State mandated Voluntary Prekindergarten (VPK) program. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide.

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

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

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

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.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History.

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.

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

Building a college-ready culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

Part V: Budget

| | |
|---------------|-------------------|
| Total: | \$1,551.00 |
|---------------|-------------------|