

The School District of Palm Beach County

West Gate Elementary School



2019-20 Schoolwide Improvement Plan

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West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

<https://wges.palmbeachschools.org>

Demographics

Principal: Claudia Mejias

Start Date for this Principal: 7/19/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (50%) 2015-16: B (55%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	B

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SIP Authority

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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. 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	Job Duties and Responsibilities
Ordonez Feliciano, Patricia	Principal	Oversee all school operations and curriculum programs Evaluate school personnel Collaborate with all stakeholders Monitor the implementation of cultural competence, equity, and access within the instructional practices at the school center Allocate and manage resources to support instruction
Mooney, Jennifer	Assistant Principal	Oversee student services and curriculum programs Evaluate school personnel Collaborate with stakeholders Allocate and manage resources to support instruction
Ramirez, Regina	Teacher, ESE	Oversee Exceptional Student Education Program School Based Team Leader
Pimentel, Ivonne	Teacher, K-12	Oversee English Language Learners program Parent and Community liaison
Vargas, Luisa	Instructional Coach	Dual Language Coach and Classroom Support

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	114	143	153	110	130	0	0	0	0	0	0	0	760
Attendance below 90 percent	28	27	31	26	19	37	0	0	0	0	0	0	0	168
One or more suspensions	4	7	10	7	4	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	44	60	84	101	74	76	0	0	0	0	0	0	0	439
Level 1 on statewide assessment	0	0	0	50	38	67	0	0	0	0	0	0	0	155

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	19	21	57	39	58	0	0	0	0	0	0	0	210

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		4	3	4	18	0	0	0	0	0	0	0	0	29
Students retained two or more times		0	0	0	2	0	1	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

69

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	24	21	52	56	43	0	0	0	0	0	0	0	217

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	21	24	21	52	56	43	0	0	0	0	0	0	0	217

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	58%	57%	39%	53%	55%
ELA Learning Gains	50%	63%	58%	48%	59%	57%
ELA Lowest 25th Percentile	51%	56%	53%	49%	55%	52%
Math Achievement	61%	68%	63%	61%	62%	61%
Math Learning Gains	73%	68%	62%	68%	62%	61%
Math Lowest 25th Percentile	57%	59%	51%	54%	53%	51%
Science Achievement	30%	51%	53%	33%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	110 (0)	114 (0)	143 (0)	153 (0)	110 (0)	130 (0)	760 (0)
Attendance below 90 percent	28 (28)	27 (33)	31 (27)	26 (18)	19 (24)	37 (23)	168 (153)
One or more suspensions	4 (10)	7 (4)	10 (3)	7 (5)	4 (5)	5 (11)	37 (38)
Course failure in ELA or Math	44 (55)	60 (95)	84 (75)	101 (101)	74 (83)	76 (67)	439 (476)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	50 (49)	38 (52)	67 (36)	155 (137)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	54%	-16%	58%	-20%
	2018	39%	56%	-17%	57%	-18%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	48%	62%	-14%	58%	-10%
	2018	40%	58%	-18%	56%	-16%
Same Grade Comparison		8%				
Cohort Comparison		9%				
05	2019	36%	59%	-23%	56%	-20%
	2018	46%	59%	-13%	55%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	65%	-15%	62%	-12%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	65%	67%	-2%	64%	1%
	2018	55%	63%	-8%	62%	-7%
Same Grade Comparison		10%				
Cohort Comparison		8%				
05	2019	59%	65%	-6%	60%	-1%
	2018	67%	66%	1%	61%	6%
Same Grade Comparison		-8%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	28%	51%	-23%	53%	-25%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		-20%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	34	32	27	63	73	10				

2019 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 2017-18	C & C Accel 2017-18
ELL	42	48	56	63	71	52	27				
BLK	37	52	57	53	79	63	33				
HSP	43	50	52	63	71	53	29				
WHT	62			64	90						
FRL	42	50	52	61	72	59	30				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance in English Language Arts with 43% of the students scoring proficient in the FSA. The trends over time have shown a slow and steady increase every year. SY2019 was the first decline in the past 3 years. When looking at our SWD's we see their achievement score in ELA stayed the same, and we had a decline in Learning Gains of 4% and a decline of 9% within the L25th percentile.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data components showing the greatest decline are in English Language Arts (ELA) and Science. The percent of ELA Proficiency decreased 3%, the ELA Learning Gains decreased 6%, and the Science Proficiency decreased by 21%. First, one of the science teachers was on family leave for the first four months of school and then resigned. The teacher who replaced her during the first four months had medical issues. The position was then filled and the person was a new teacher who needed much support. Second, one of the other science teachers was new to the subject and had to be given additional support.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science proficiency had a gap of 23% points when compared to the state average. A couple of factors contributed to this declined. First, one of the science teachers was on family leave for the first four months of school and then resigned. The teacher who replaced her during the first four months had medical issues. The position was then filled and the person was a new teacher who needed much support. Second, one of the other science teachers was new to the subject and had to be given additional support.

Which data component showed the most improvement? What new actions did your school take in this area?

The three data components that showed the most improvement was in the performance of our L25 in both ELA and Math: ELA L25 had an increase of 8%, Math L25 had an increase of 6%. Additionally, the Math Learning Gains also showed an increase of 8%.

New actions included: Identification of students at the beginning and creating a plan to ensure teachers were reteaching and monitoring progress. Students were also part of the tutorial where attendance and performance was very closely monitored. Finally, teachers used Social Emotional Learning strategies to ensure that students kept a growth mindset and persevered throughout the year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, two potential areas of concern are the numbers of students with ND in ELA and Math and the number of level 1 students on the statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA proficiency (LTO #1 - Increase reading on grade level by 3rd grade)
2. Increase ELA learning gains
3. Increase Science proficiency
4. Increase Math proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA, Science and Math to align with the District's Strategic Plan; LTO #1: Increase Reading on grade level by 3rd grade, and LTO #2: High School Readiness
Rationale	Our ELA overall proficiency decreased in FY19 by 3%. Additionally, ELA had the second greatest gaps when compared to the State -14%. The greatest gap when compared to the state was science with -20%; however, in order for students to be able to perform higher in the science test, students much know how to read on grade level. Reading impacts not only the science scores but also the math scores.

State the measurable outcome the school plans to achieve	Our measurable goals for FY20 include: There will be an increase of 9% in ELA proficiency. There will be an increase of 5% in Math proficiency. There will be an increase of 15% in Science proficiency. Students with Disabilities will increase their ESSA index to at least 42 points.
Person responsible for monitoring outcome	Patricia Ordonez Feliciano (patricia.ordonez-feliciano@palmbeachschools.org)
Evidence-based Strategy	The strategies below will be used across all contents: Double Down Tutorials Differentiated Instruction Professional Learning Communities (PLCs) Social Emotional Learning (SEL) strategies Double Down - Allows the opportunity for students to receive support from content expert teachers and/or tutors during small group instruction. Tutorials - Allows for students to be provided with re-teaching and re-reinforcement of content concepts based on their needs. Tutorials take place during the year (2nd through 5th grade) and in the summer (2nd and 3rd grade). Differentiated Instruction - Allows to received the customize support needed to be successful.
Rationale for Evidence-based Strategy	Professional Learning Communities (PLCs) - Allows structured time for teachers to collaborate weekly/biweekly. Teachers analyze data and ensure alignment of assessments and instruction to standards. They also share teaching strategies and focus their instruction to ensure students receive adequate support. Social Emotional Strategies (SEL) - Teachers use daily lessons to provide strategies to students to be able to manage their emotions in a way that supports success in school and life. iReady - Students use iReady for Reading. Go to Strategies - Research based practices for English Language Learners. Dual Language - Research support the use of Dual Language programs to help students develop critical thinking skills and language development for all students, specifically English Language Learners. Trailblazer technology program - Teachers use the latest technology to teach.

Action Step	
Description	1. Double Down - Two teachers or a teacher and academic tutor provide small group instruction during ELA and/or math. Master schedule reflects the specific times the Double Down model is used in each class.

2. Tutorials - Teachers provide an additional hour of instruction 2-3 times per week to focus on academic areas where students need additional support. Specific tutoring dates are disseminated to students and parents. Planning of schedule and lesson plans are carefully designed based on student needs.
 3. Differentiated Instruction - Teachers differentiate the instruction for students based on their level and strategic needs during small group instruction. Collaboratively planning and/or PLCs are used to plan for differentiation.
 4. Professional Learning Communities (PLCs) - Teachers meet weekly/bi-weekly to collaborate and analyze data that drives instruction. Teachers also share strategies, adjust and focus their instruction based on their student needs.
 5. Social Emotional Strategies (SEL)- Teachers use daily lessons to provide strategies to students to be able to manage their emotions in a way that supports success in school and life. Training and resources are provided to teachers and students to ensure SEL is implemented with fidelity.
 6. iReady - Teachers use the program with fidelity and monitor student data through reports and data chats.
 7. Go to Strategies - Teachers receive training and incorporate strategies in academics.
 8. Dual Language - Implementation of program in grades K and 1 is supported through the District Multicultural Department and school based Dual Language coach, ESOL Contact, and administrators.
 9. Trailblazer - The use of Chromebooks, Google classrooms, interactive flat panels, and supplemental programs provide additional support for students and provide future skills needed.
- Monitoring will occur through lesson plan reviews, classroom walkthroughs, student data analysis, master schedule, documentation evidencing strategies above (Team leaders, Dual Language coach, Assistant Principal, Principal).

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics
- The Contributions of Women
- The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and 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.

Social Emotional Learning skills are explicitly taught to all students to help them develop self-awareness, self-regulation, social awareness, and responsible decision making skills. These cognitive, affective and behavioral competencies have a great impact in student performance and have long lasting positive effects beyond school. According to the Collaborative for Social Emotional Learning (CASEL), "SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Casel.org/impact).

Teachers participate in ongoing SEL professional development and they research based curriculum and resources. Additionally, parents participate in SEL trainings throughout the year.

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 Schoolwide Improvement Plan 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.

West Gate Elementary has a Title I plan that includes parental and community involvement. The school holds a "Meet the Teacher" day prior to the first day of school and a "Curriculum Night" within the first month of school. Teachers hold parent conferences throughout the year and maintain constant communication through phone, email and face-to-face meetings to ensure positive relations are built from the beginning. Parents and students participate in school academic events such as Literacy Night, Math Night, Dual Language and Planning the Future. Enrichment community and parent events include Family Planting day, Movie Nights, Chorus concerts, Art events, and School Dances. Our parents and community members participate in School Advisory Council Meetings, PTA and focus group meetings as needed.

West Gate Elementary staff receives training on building and maintain positive relationships with parents and families.

Community members are invited to participate in events and encourage to establish partnerships with the school. Some of these entities are: Norton Museum, Kiwanis Club, Rotary Club, Mary and Robert Pew Public Education, and the Education Foundation of Palm Beach.

Students sub-group data identified through ESSA are monitored and receive support to ensure success.

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.

West Gate Elementary has two school counselors that offer student support and instruction following the American School Counselor Association (ASCA) model. School counselors work with individual or group of students to provide counseling or social skills groups as needed. The school counselor leads the Safe School Ambassadors (SSA), a group of students who receive training on how to de-escalate conflict and reduce exclusion, cruel humor, bullying, and other forms of mistreatment on their campuses. "SSAs are

able to tune in to social and interpersonal indicators of stress and they are willing to help when they recognize that stress exists. The SSAs are then equipped with the tools to intervene and either resolve the situation, or refer the situation to an adult ally if necessary", (Palmbeachschools.org/safeschoolambassadorsprogram). The school also has a behavioral health professional who works with identified students to provide mental health support.

Additionally, West Gate Elementary teaches Social Emotional Learning skills to students to ensure they develop self-awareness, self-regulation, social awareness, and responsible decision making skills. These cognitive, affective and behavioral competencies have a great impact in student performance and have long lasting positive effects beyond school. According to the Collaborative for Social Emotional Learning (CASEL), " SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Casel.org/impact).

West Gate Elementary is part of the PSELI Grant that provides ongoing teacher professional development in SEL strategies and also provides funding for SEL research based curriculum and resources, as well as parent training.

Lastly, Students with Disabilities (ESSA reporting) are provided additional academic support to ensure success.

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. School 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 year round Voluntary Prekindergarten (VPK) program. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Students receive a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide.

Lastly, the school holds a "Meet the Teacher" Day and offers opportunity for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher. Parents also receive information about community resources (e.g., libraries, locations for immunizations and physicals) to enable them 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.

This year a Dual Language program is implemented to support the needs of students which include a large English Language Learners.

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

West Gate Elementary integrates Single School Culture through 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 PBS meetings. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS implementation. Additionally, our plan for supporting students through Social Emotional Learning strategies is discussed, and monitored during monthly meetings. Teachers follow a research based SEL curriculum to support students beyond academics.

Federal and local funded services are coordinated based on the needs of students. Title 1 funds are used to provide supplemental educational services for students through supplemental research based programs, three additional teachers, academic tutors, student materials, and additional technology. Funding is also used to meet the needs of 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA, Science and Math to align with the District's Strategic Plan; LTO #1: Increase Reading on grade level by 3rd grade, and LTO #2: High School Readiness				\$2,889.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	3336	120-Classroom Teachers	0481 - West Gate Elementary School	School Improvement Funds	775.0	\$2,889.00
			<i>Notes: Substitute; materials; technology; safety</i>			
					Total:	\$2,889.00