

Pinellas County Schools

# Westgate Elementary School



2020-21 Schoolwide Improvement Plan

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# Westgate Elementary School

3560 58TH ST N, St Petersburg, FL 33710

<http://www.westgate-es.pinellas.k12.fl.us>

## Demographics

**Principal: Holly Oakes**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

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

## School Board Approval

This plan is pending approval by the Pinellas County School Board.

## 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](http://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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# Westgate Elementary School

3560 58TH ST N, St Petersburg, FL 33710

<http://www.westgate-es.pinellas.k12.fl.us>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">44%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

## School Board Approval

This plan is pending approval by the Pinellas County School Board.

## 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.

The mission of Westgate Elementary is to provide an environment in which learners will continue to succeed through quality teaching.

#### Provide the school's vision statement.

The vision of Westgate Elementary is to be a community of learners where students, families and staff work together to achieve total success.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Paquette, Bonita	Principal	
Krauss, Kelsey	Instructional Coach	
Teasdale, Deanna	Teacher, K-12	Equity Champion/ Second Grade Team Leader
Dinaro, Jonathan	Teacher, K-12	Third Grade Team Leader
Bennett, Sharon	Teacher, K-12	Restorative Practices Trainer
Kwapien, Patty	Teacher, K-12	Fourth Grade Team Leader
McClintick, Tara	Teacher, K-12	Fifth Grade Team Leader
McNaughton, Stephanie	Teacher, K-12	Specialist Team Leader
Berg, Charmion	Assistant Principal	
Nylund, Natalie	Teacher, K-12	Kindergarten Team Leader
Wilfert, Katie	Teacher, K-12	First Grade Team Leader
Ouzoun-Ash, Emine	Teacher, K-12	EL Teacher
Hineline, Christie	School Counselor	
Leinbach, Theresa	Teacher, ESE	

### Demographic Information

**Principal start date**

Saturday 7/1/2017, Holly Oakes

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

41

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>



<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	40	99	84	98	104	92	0	0	0	0	0	0	0	517
Attendance below 90 percent	0	36	17	15	15	20	0	0	0	0	0	0	0	103
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	2	0	0	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	11	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	0	3	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/7/2020

**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	
Number of students enrolled	92	100	104	95	91	100	0	0	0	0	0	0	0	582
Attendance below 90 percent	11	19	17	9	12	8	0	0	0	0	0	0	0	76
One or more suspensions	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	17	23	5	5	23	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	18	37	31	0	0	0	0	0	0	0	86

**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	0	0	2	0	4	3	0	0	0	0	0	0	0	9

**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	1	3	2	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	92	100	104	95	91	100	0	0	0	0	0	0	0	582
Attendance below 90 percent	11	19	17	9	12	8	0	0	0	0	0	0	0	76
One or more suspensions	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	17	23	5	5	23	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	18	37	31	0	0	0	0	0	0	0	86

**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	0	0	2	0	4	3	0	0	0	0	0	0	0	9

**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	1	3	2	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	52%	54%	57%	54%	53%	55%
ELA Learning Gains	57%	59%	58%	45%	53%	57%
ELA Lowest 25th Percentile	41%	54%	53%	28%	47%	52%
Math Achievement	55%	61%	63%	61%	62%	61%
Math Learning Gains	54%	61%	62%	55%	61%	61%
Math Lowest 25th Percentile	37%	48%	51%	49%	48%	51%
Science Achievement	43%	53%	53%	59%	53%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### 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	2019	55%	56%	-1%	58%	-3%
	2018	52%	53%	-1%	57%	-5%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	48%	56%	-8%	58%	-10%
	2018	49%	51%	-2%	56%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
05	2019	51%	54%	-3%	56%	-5%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		13%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	62%	0%	62%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	49%	64%	-15%	64%	-15%
	2018	60%	62%	-2%	62%	-2%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				
05	2019	52%	60%	-8%	60%	-8%
	2018	52%	61%	-9%	61%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	47%	57%	-10%	55%	-8%
Same Grade Comparison		-3%				
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	36	31	25	32	25	20				
ELL	41	67		52	56		20				
ASN	57	69		90	75		36				
BLK	33	42		22	33		19				
HSP	45	56	45	54	53	18	35				
WHT	58	62	38	60	57	41	56				
FRL	43	51	39	46	50	31	38				

  

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	25	45		32	45						
ELL	30	53		50	45						
ASN	57	39		78	72						
BLK	30	45	58	35	24	15	29				
HSP	49	50		58	41		44				
MUL	57	27		57	27						
WHT	48	38	55	62	52	38	54				
FRL	39	41	49	53	43	26	45				

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	36	21		36	43						
ELL	23	26		46	58						
ASN	62	62		76	69						
BLK	32	36	25	41	52	42	9				
HSP	56	42		65	59						
MUL	59	69		59	46						
WHT	57	43	21	63	55	44	70				
FRL	45	39	24	54	52	49	44				

**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	2
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0

Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

SWD had the lowest proficiency performance in ELA with 22% proficient (a drop of 3% from previous year). Black students had the lowest proficiency performance in math with 22% of students reaching proficiency ( a decline of 13% from the previous year). One contributing factor is that not all classroom teachers are using CRT strategies. When students don't feel connected to the classroom or curriculum, they don't perform as well as students who do.

Looking at the Projected Proficiency for FSA based on Winter 2019 MAP scores, SWD still show the lowest performance in ELA with 27% projected to be proficient. This is an increase of 5% from the 2019 FSA scores. SWD also were projected to score the lowest in math proficiency with 31% projected proficiency. This is an increase of 6% points from 2019 FSA. Black students who performed the lowest in Math on the 2019 FSA were projected to increase from 22% proficient to 35% proficient. This would be a 13 point gain in proficiency.

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

EL student projections based on Winter 2019 MAP showed a decline in ELA proficiency from 41% to 38%. 20% of the intermediate EL students have been in the country for a year or less and do not speak English. They are still in the process of language acquisition and therefore had difficulty comprehending the reading passages and the questions.

**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.**

Without 2019 2020 FSA scores, this is difficult to complete.

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

The cohort of students moving from 4th grade to 5th grade showed the greatest improvement in both ELA and Math based on Winter 2019 MAP projections. Projected proficiency in ELA was 11 points higher and 16 points higher in Math. 50% of the fifth grade teachers were new to teaching and or Westgate Elementary. They worked very closely with the two veteran teachers as well as ELA and Math coaches while planning. The teachers on this team also attended PD together and were consistently communicating with each other as well as administration regarding plans, L25 students, students who needed acceleration. Weekly PLC meetings focused around conversations about students and how to help them grow.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

One area of concern is the number of students who had attendance below 90%. This number is the highest in our upcoming first grade students. 36 out of 99 students (36%) have poor attendance. Other grade levels average 17% of students with attendance below 90%.

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

1. Achievement of Black Students in ELA and Math (closing the GAP)
2. Achievement of SWD in ELA and Math
3. Achievement of EL students in ELA.

4. Overall achievement of all students in ELA and Math. Raising both to a minimum of 70%
5. Growth of all students especially L25 students.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Instructional practice has a tremendous impact on student learning. If mathematics instruction is not rigorous, standards based and student centered, students will not be able to master grade level standards. This was identified as a critical need based on 2018/19 FSA data. Overall Math proficiency decreased from 58% to 55%. Projected proficiency rates based on 2019 MAP showed an increase in proficiency to 65%. This projected increase is moving in the right direction but still below the goal of 70%.

**Measurable Outcome:** Overall proficiency will increase from the 2018/19 FSA scores of 55% to a minimum of 70%.

**Person responsible for monitoring outcome:** Charmion Berg (bergcha@pcsb.org)

**Evidence-based Strategy:** Ensure that rigorous, student centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning and Number Routines. Support this work through curriculum meetings, PLC's and feedback.

**Rationale for Evidence-based Strategy:** When rigorous, student centered instruction occurs, the level of active engagement also increases. The more actively engaged students are, the more likely they are to comprehend the standard at the level necessary to perform successfully. FSA and MAP projection data was used to determine the strategy that would be used.

**Action Steps to Implement**

Utilize the Dreambox Prediction Indicator in conjunction with Standards Report to monitor student progress and drive instruction and assign focus (occurs every 6 weeks).

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Utilize IReady instructional tutorials, Digital Comprehension Checks, and virtual manipulatives to help students practice skills, monitor learning, and drive instruction.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Provide Ready Classroom, Number Routines, and Dreambox professional development.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Empower mathematics teacher leaders (math cohort participants) to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, and mentor support.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit Tickets, MFAs tasks and/or formative assessment analysis.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Continued PD in CRT strategies and monitoring of usage.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Instructional practice has a tremendous impact on student learning. If teachers are not delivering instruction in both reading and writing that is standards based with complex texts and academic language, students will not be able to master the grade level standards. This was identified as a critical need based on projected FSA results. ELA proficiency for all students was 52% based on 2018/19 FSA scores. Projections based on Winter 2019 MAP scores indicated that the proficiency rate would increase to 58%. While it is a move in the right direction, it is far from the goal of 70%.

**Measurable Outcome:** Overall proficiency in ELA based on 20/21 FSA scores will increase from the projected 58% to a minimum of 70%.

**Person responsible for monitoring outcome:** Bonita Paquette (paquetteb@pcsb.org)

**Evidence-based Strategy:** Deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the "gradual release of responsibility" model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry and repertoire lessons. During instruction, the goal should be for ALL students-not some, not most, but all to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking and listening).

**Rationale for Evidence-based Strategy:** The rationale for selecting the above strategy is to ensure that instruction is delivered in a manner that is beneficial for ALL students. According to FSA data, subgroups of students are falling behind. Black students, students with disabilities and English Language Learners proficiency rates are far below other subgroups.

**Action Steps to Implement**

Utilize technology such as Nearpod to review previous grade level standards.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Continued use AVID strategies for ELA.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Continue monitoring the fidelity of small group instruction in all classrooms and providing feedback.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Continued PD in CRT strategies and monitoring the use of strategies in classrooms.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Teachers will plan collaboratively each week for ELA instruction.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

PLCs will be used as a time for teachers to "do the work" themselves.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Front load background knowledge for upcoming lessons ex. Readworks/NEWSELA.

**Person**  
**Responsible** Bonita Paquette (paquetteb@pcsb.org)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Instructional practice has a tremendous impact on student learning. Science instruction that is not rigorous and student centered will not promote mastery of grade level standards. This was identified as a critical need based on 2018/19 FSA results. 44% of students were proficient which was a 5% decrease from the previous year and 11% below the district average.

**Measurable Outcome:** Overall proficiency will increase from 44% to a minimum of 55% (the district average) based on the 20/21 State Science Assessment.

**Person responsible for monitoring outcome:** Tara McClintick (mcclintickta@pcsb.org)

**Evidence-based Strategy:** Monitor for consistent, effective instruction that promotes student centered learning with rigor for all grade levels. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards.

**Rationale for Evidence-based Strategy:** Teachers struggle to implement effective instruction in a timely manner and often fall significantly behind the pacing guide. Because of this, content is either taught with minimal rigor or is not taught at all during the school year.

**Action Steps to Implement**

Increase understanding of science vocabulary utilizing programs such as Istation.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Provide the Science Benchmark Review presentation virtually.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Utilize virtual experiments.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Monitor pacing through observations and lesson plans.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Incorporate scientific texts in small groups, on Istation, Nearpod, etc...

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Unit assessment data will be utilized to determine low performing standards to add to the review plan.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Students will be exposed to Nature of Science standards consistently throughout the year by collaboratively planning science units and identifying where we can embed components of those standards.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

**#4. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and Rationale:**

Our Black students are falling behind their peers in ELA and Math. In ELA, 52% of all students were proficient while only 33% of black students were proficient. In Math 55% of all students were proficient while only 22% of black students were proficient. This data was from 2018/19 FSA results. Projected proficiency rates based on Winter 2019 MAP scores showed the achievement gap narrowing slightly. In ELA 35% of Black students were projected to be proficient. In Math 35% of Black students were projected to be proficient. While there were projected gains, the proficiency rate is still 20 or more points behind their peers. An area of focus is consistent use of Culturally Relevant Teaching strategies. Students who feel connected to the classroom and the curriculum are more engaged and perform at a higher rate than students who don't feel those connections.

**Measurable Outcome:**

The gap between non black and black students will narrow by a minimum of 10 points.

**Person responsible for monitoring outcome:**

Bonita Paquette (paquetteb@pcsb.org)

**Evidence-based Strategy:**

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade level text and beyond as well as small group instruction based on data. Monitor the use of CRT strategies in classrooms. Using our site-based AVID team, we will ensure monthly professional development in CRT and AVID strategies.

**Rationale for Evidence-based Strategy:**

The components of CRT (communicating high expectations, teachers as facilitators, student centered instruction, enabling students to see themselves in the curriculum) are all ways to ensure students from diverse backgrounds receive instruction that is engaging and rigorous which will in turn lead them towards proficiency. Providing supports for students who need them will ensure that they have the same opportunities to learn and master the standards. Ensuring that CRT strategies are used in each classroom will help students connect to the curriculum and the classroom. 2018/19 FSA data and 2019 MAP projections were used to select these strategies.

**Action Steps to Implement**

Monitor and provide targeted actionable feedback around the use of CRT strategies through lesson plans and walkthroughs.

**Person Responsible**

Bonita Paquette (paquetteb@pcsb.org)

Provide PD in equity.

**Person Responsible**

Bonita Paquette (paquetteb@pcsb.org)

Conduct a book study on CRT and the Brain.

**Person Responsible**

Bonita Paquette (paquetteb@pcsb.org)

Utilize resources from AVID CRT Teaching Strategies Handbook.

**Person Responsible**

Bonita Paquette (paquetteb@pcsb.org)

Cultivate at least one model CRT classroom.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Continue adding diverse culturally relevant literature to classroom libraries.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Provide mentorship to all 5th grade African American students.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

**#5. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:**

Our Student with Disabilities are falling behind their peers in ELA and Math. In ELA, 52% of all students were proficient while only 22% of SWD were proficient. In Math 55% of all students were proficient while only 25% of SWD were proficient. This data was from 2018/19 FSA results. Projected proficiency rates based on Winter 2019 MAP scores showed the achievement gap narrowing slightly. In ELA 27% of SWD were projected to be proficient. In Math 31% of SWD were projected to be proficient. While there were projected gains, the proficiency rate is still 20 or more points behind their peers. An area of focus is consistent use of Culturally Relevant Teaching strategies. Students who feel connected to the classroom and the curriculum are more engaged and perform at a higher rate than students who don't feel those connections.

**Measurable Outcome:**

The gap between Students with Disabilities and non disabled students will narrow by a minimum of 10 points.

**Person responsible for monitoring outcome:**

Theresa Leinbach (leinbacht@pcsb.org)

**Evidence-based Strategy:**

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade level text and beyond as well as small group instruction based on data. Ensure that Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.

**Rationale for Evidence-based Strategy:**

The components of CRT (communicating high expectations, teachers as facilitators, student centered instruction, enabling students to see themselves in the curriculum) are all ways to ensure students from diverse backgrounds receive instruction that is engaging and rigorous which will in turn lead them towards proficiency. Providing supports for students who need them will ensure that they have the same opportunities to learn and master the standards. Ensuring that CRT strategies are used in each classroom will help students connect to the curriculum and the classroom. 2018/19 FSA data and 2019 MAP projections were used to select these strategies.

**Action Steps to Implement**

Front load background knowledge and vocabulary prior to upcoming lessons.

**Person Responsible**

Theresa Leinbach (leinbacht@pcsb.org)

Ensure ESE teachers receive ongoing PD aligned to implementing standards-based instruction.

**Person Responsible**

Charmion Berg (bergcha@pcsb.org)

Schedule collaborative planning sessions with VE resource teachers and Gen-Ed teachers after school and compensate with Title I funds.

**Person Responsible**

Charmion Berg (bergcha@pcsb.org)

Ensure instructional supports are in place during core instruction and independent practice.

**Person Responsible**

Theresa Leinbach (leinbacht@pcsb.org)



**#6. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** English Language Learners proficiency rate was at the 41st percentile in ELA according to 2018/19 FSA. Projected proficiency based on Winter 2019 MAP scores was 38% which would have put them into the ESSA category of TS&I (targeted support and improvement). Taking full advantage of blended learning, grade level text and vocabulary can be front loaded to these students using Teams or Canvas. Students would have the opportunity to interact with the text and vocabulary prior to lessons being taught in the classroom. Support would continue with the assistance of EL teacher and EL bilingual assistant.

**Measurable Outcome:** Proficiency rates for EL students will increase in ELA from 38%(projected) to a minimum of 48% by June 2021 as measured by FSA.

**Person responsible for monitoring outcome:** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

**Evidence-based Strategy:** Each teacher plans and delivers lessons that meet the needs of EL students based on English Language proficiency levels, and length of time in the U.S. to ensure academic success of each EL student in their class. Providing EL students with materials ( in their native language if possible) prior to class instruction will ensure that students have time to digest and comprehend text and vocabulary and will more likely engage and participate in lessons in the classroom setting.

**Rationale for Evidence-based Strategy:** When teachers know and understand the proficiency levels for each of their EL students, they are better equipped to provide appropriate lessons at a level that ensures success for the EL students. Grade level text and vocabulary can be front loaded(in their native language if possible) so that students are comfortable with the content and are able to engage and participate in classroom discussions. 2018/19 FSA scores and Winter 2019 MAP projection scores were used to determine this strategy.

**Action Steps to Implement**

Continue using CRT strategies.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Continue to utilize AVID strategies to help with solidifying learning by using graphic organizers, close reads with note taking, and organizational tools.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Relate teaching content to the cultural backgrounds of students.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words).

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Teach the use of context clues to determine the meaning of unknown words.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Utilize the implementation of Can Do descriptors.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Front load grade level text and vocabulary to prepare students to upcoming lessons.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

If virtual, utilize programs such as Nearpod and MyOn to front load grade level content.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Utilize the Academic Vocabulary Routine.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Use ELL supports.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

Assign Istation assignment for language development.

**Person Responsible** Emine Ouzoun-Ash (ouzoun-ashe@pcsb.org)

**#7. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:**

Professional Development will focus on increasing the use of equitable practices at all grade levels. Equitable practices in this case will include equitable grading, culturally relevant teaching and restorative practices. Equitable practices help to ensure that students feel connected to their classroom and to the curriculum. Students who feel connected are more engaged and actively participate. This engagement and participation leads to higher achievement. This was identified as a critical need by examining FSA and MAP data. Black students in particular are falling behind their non black peers. In ELA 58% of students were projected to show proficiency on the FSA. However, only 35% of black students had a proficient projection rate. In Math, 65% of students were projected to show proficiency on FSA. Again, only 35% of black students had a positive projected proficiency rate.

**Measurable Outcome:**

To address mindset shift for the adoption of equitable practices, we will participate in whole school equity-centered PD. Our current data illustrates that there is an achievement gap between black and non black students in ELA and Math as evidenced by 2018/19 FSA and Winter 2019 projected MAP scores. The issue may be impacted by strengthening culturally relevant practice through targeted, sustained, professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure mid-term outcomes by examining changes in teacher practice using a CRT walkthrough tool and report the change in observable CRT practices. We will measure long-term student outcomes by examining 2020/21 FSA and MAP data with the goal of reducing the achievement gap between black and non black students.

**Person responsible for monitoring outcome:**

Deanna Teasdale (teasdaled@pcsb.org)

**Evidence-based Strategy:**

Each teacher plans and delivers lessons that incorporate CRT strategies. Teachers will also continue to develop SEL through the use of RP discussions.

**Rationale for Evidence-based Strategy:**

The components of CRT (communicating high expectations, teachers as facilitators, student centered instruction, enabling students to see themselves in the curriculum) and RP strategies are all ways to ensure students from diverse backgrounds receive instruction that is engaging and rigorous which will in turn lead them towards proficiency. Providing supports for students who need them will ensure that they have the same opportunities to learn and master the standards. Ensuring that CRT and RP strategies are used in each classroom will help students connect to the curriculum and the classroom. 2018/19 FSA data and 2019 MAP projections were used to select these strategies.

**Action Steps to Implement**

Provide Social Justice PD to all staff through the Critical Practices for anti-bias Education module.

**Person Responsible**

Bonita Paquette (paquetteb@pcsb.org)

Conduct a book study on CRT and the Brain.

**Person Responsible**

Deanna Teasdale (teasdaled@pcsb.org)

Increase the number of Equity Champions in the school.

**Person Responsible**

Deanna Teasdale (teasdaled@pcsb.org)

Highlight diverse Ethnicity/races twice a month.

**Person Responsible** Deanna Teasdale (teasdaled@pcsb.org)

**#8. Other specifically relating to School Climate/Conditions for Learning**

**Area of Focus Description and Rationale:** When students receive office referrals and are out of class for discipline reasons, they miss instructional time which may cause the development of an instructional gap or widen the gap that already exists. 19/20 discipline data revealed that 22 students received a total of 52 referrals. A breakdown of subgroups of students who received referrals showed that 2% were Asian, 19% were Black, 2% were Hispanic, 8% were multi-racial and 69% were White. Given that there is already a significant achievement gap between black and non black students, the fact that instructional time is being missed because of office referrals makes this a critical need.

**Measurable Outcome:** By June of 2021, the number of students who receive office discipline referrals will decrease from 22 students to 16 students with the number of referrals decreasing from 52 to 40.

**Person responsible for monitoring outcome:** Charmion Berg (bergcha@pcsb.org)

**Evidence-based Strategy:** Staff members' knowledge and implementation of Culturally Relevant Teaching strategies and Restorative Practices will be strengthened through professional development and effective planning with collaboration.

**Rationale for Evidence-based Strategy:** When CRT strategies and RP are implemented effectively, students' inappropriate behavior will decrease which will result in increased instructional time for all students especially those students with achievement gaps.

**Action Steps to Implement**

Conduct daily restorative circles/morning meetings to assist in relationship building and SEL. Ms. Hineline will help provide prompts.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

If virtual, classrooms should continue to offer circles.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

If virtual, administration and/or Student Support Services can offer circles for parents.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Classroom teachers will lead RP circles/discussions every day the first month of school.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

After the first month of school classroom teachers will continue to lead RP circles/discussions at a minimum of twice per week.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Equity training will occur that includes CRT strategies.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

RP trainer will collaborate with instructional staff on an as needed basis.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Monitor office referrals and share data with SBLT for input and problem solving.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Monthly AVID CRT training during PLCs.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Kognito Training Review

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

Conduct a book study on CRT and The Brain-October Training.

**Person Responsible** Charmion Berg (bergcha@pcsb.org)

**#9. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** The Average Daily Attendance during the 19/20 school year was 92.9% with 26% of all students missing 10% or more of the school year. The 18/19 school year had a higher average daily percentage rate of 94.5%. When students miss academic instruction, gaps are developed or widened. The more time a student misses school, the higher risk they have of not meeting grade level expectations. Data revealed that of the 26% of students who missed 10% or more of the school year, 16% were Black, 23% were Hispanic and 48% were White. Given that there is a significant achievement gap between Black and Non Black students, attendance is a critical area of concern.

**Measurable Outcome:** By June of 2021, the average daily attendance for all students will increase from 92.9% to 96%. In particular subgroups of students missing 10% or more of the school year will decrease by a minimum of 5 percentage points.

**Person responsible for monitoring outcome:** Bonita Paquette (paquetteb@pcsb.org)

**Evidence-based Strategy:** The Child Study Team will monitor daily attendance and make contact with parents of students who are showing a pattern of non-attendance.

**Rationale for Evidence-based Strategy:** Student achievement has a direct correlation with attendance. Students who are absent miss instruction and fall behind creating an achievement gap or widening an existing one.

**Action Steps to Implement**

Have up-to-date contact information for families and emergency contacts.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Have multiple forms of contact information: phone, email, text, social media handles, and parent preference for communication.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Have school social media pages (Facebook, Instagram, Twitter) to be able to send out information and for parents to reach out, if necessary.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

If virtual, assign non-classroom staff to students with high absence rates to make weekly check-ins with family and student to assist in building relationships.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

If virtual, send letters through registered mail when unable to make contact with family to keep a paper trail.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)

Specialists will each adopt a 1st grade class. Classes will be rewarded for good attendance, either in person with fun activities or online with assignment incentives (students who are absent due to medical excused reasons will not be counted as an absence). They will email or message students to encourage them to keep up good attendance and will also offer positive phone calls home for attendance improvements.

**Person Responsible** Stephanie McNaughton (mcnaughtons@pcsb.org)

Frequently communicate with families about the importance of consistent attendance.

**Person Responsible** Bonita Paquette (paquetteb@pcsb.org)



**#10. Culture & Environment specifically relating to Community Involvement**

**Area of Focus Description and Rationale:** When families and community members are informed and engaged with what is happening at school, the school and home/community become partners which leads to student success.

**Measurable Outcome:** Attendance at the three planned 20/21 academic family nights will be greater than 50% for each grade level K-5.

**Person responsible for monitoring outcome:** Kelsey Krauss (kraussk@pcsb.org)

**Evidence-based Strategy:** Parents will be provided hands on materials in an engaging format designed to allow them to help their students at home in the areas of ELA, Math and Science. Teachers from each grade level will present workshops to the parents of their grade level students and provide strategies, resources and materials that allow them to help their students.

**Rationale for Evidence-based Strategy:** When families are engaged and informed about the standards and the curriculum, they are better equipped to help their students which leads to students being more successful in the classroom.

**Action Steps to Implement**

Effectively communicate with families about their student's progress and school processes/practices.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Host 3 family nights (science/math/ELA).

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Provide academic tools to families to support their student's achievement.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Purposefully involve families with opportunities for them to advocate for their students.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Intentionally build positive relationships with families and community partners.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Administer survey to determine how families would prefer to receive communication.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

**#11. Other specifically relating to Healthy Schools**

**Area of Focus Description and Rationale:** Students who are taught healthy habits throughout their academic years, tend to be healthier adults.

**Measurable Outcome:** Westgate Elementary will follow the guidelines for Alliance for a Healthier Generation's Healthy Schools Program framework in order to maintain Silver Recognition.

**Person responsible for monitoring outcome:** Kelsey Krauss (kraussk@pcsb.org)

**Evidence-based Strategy:** Wellness activities throughout the school will be communicated through emails, marquee announcements, school website and newsletters to parents, staff and students.

**Rationale for Evidence-based Strategy:** Since becoming a recognized Healthy School, choices regarding snacks for staff and students have changed. The staff and students are more aware of healthy alternatives.

**Action Steps to Implement**

Maintain a Healthy School's team consisting of a wellness champion, cafeteria manager, PE teacher, classroom teachers, and an administrator.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Complete the Healthy Schools Program Assessment.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Complete SMART Snack school documentation.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

Implement Healthy Schools Plan.

**Person Responsible** Kelsey Krauss (kraussk@pcsb.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school Compact and Parent and Family Engagement Plan is jointly developed by parents and other stake holders. In an effort to build the capacity of our parents we will offer curriculum information nights throughout the year. Additionally, our staff will build their capacity by participating in equity, restorative practices and content related professional development, in order to create an atmosphere that is conducive to parent and family engagement and highest student achievement. We also coordinate with other federal programs such as Promise Time Extended Learning Tutoring.

Each year we review our Compact and Parent and Family Engagement Plan, parent input is essential to this process. Parents will be notified of the review date by SAC meeting notification. We offer flexible meeting times, in an effort to reach as many parents as possible. Our Title I Annual Parent Meeting was held on August 10, 2020. During this meeting we discussed the Parent’s Right to Know, What is Title I, the budget, and the importance of parent and family engagement, curriculum and assessments.

We will communicate with parents via school newsletter, school website, student agendas and School Messenger. We will make every reasonable effort to provide our parents with information in an understandable language and format. Our Parent and Family Engagement Plan (PFEP) is located on our website <https://www.pcsb.org/westgate-es> at our Title I Parent Station, and you may request a complete copy by contacting Bonita Paquette, Principal.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>					<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		500-Materials and Supplies	4771 - Westgate Elementary School	School Improvement Funds	500.0	\$500.00	
			<i>Notes: Materials for students who complete Dreambox math lessons at the rate that was intended.</i>				
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>					<b>\$0.00</b>

<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4771 - Westgate Elementary School	School Improvement Funds	500.0	\$500.00
<i>Notes: Subscriptions to Virtual Resources for Science</i>						
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: African-American</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Equity &amp; Diversity</b>				<b>\$950.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	500-Materials and Supplies	4771 - Westgate Elementary School	School Improvement Funds	500.0	\$950.00
<i>Notes: Book purchase of CRT and The Brain for PD for staff.</i>						
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Climate/Conditions for Learning</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Community Involvement</b>				<b>\$0.00</b>
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Healthy Schools</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,950.00</b>