

The School District of Palm Beach County

West Gate Elementary School



2020-21 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: 7/15/2012

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/21/2020.

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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West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

<https://wges.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">96%</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;">95%</p>

School Grades History

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

School Board Approval

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

Name	Title	Job Duties and Responsibilities
Ordonez Feliciano, Patricia	Principal	Executive leader in charge of: Overseeing all school operations and curriculum programs Evaluating school personnel Collaborating with all stakeholders Monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center Allocating and managing 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
Miller, Karolin	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

Demographic Information

Principal start date

Sunday 7/15/2012, Claudia Mejias

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.*

7

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.*

22

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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*
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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 .	

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	103	107	112	132	153	110	0	0	0	0	0	0	0	717
Attendance below 90 percent	0	27	47	34	58	24	0	0	0	0	0	0	0	190
One or more suspensions	0	7	2	4	6	8	0	0	0	0	0	0	0	27
Course failure in ELA	0	43	22	65	84	57	0	0	0	0	0	0	0	271
Course failure in Math	0	27	34	50	69	21	0	0	0	0	0	0	0	201
Level 1 on 2019 statewide ELA assessment	0	0	0	0	24	21	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	19	0	0	0	0	0	0	0	34
FY20 ELA Diag Levels 1 & 2	0	0	0	103	53	72	0	0	0	0	0	0	0	228
FY20 Math Diag Levels 1 & 2	0	0	0	86	40	45	0	0	0	0	0	0	0	171

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	31	28	51	79	40	0	0	0	0	0	0	0	229

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	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/14/2020

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	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

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	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

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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	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	72
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	52
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.

In FY19, 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.

Hindered progress due to:

Incoming 2nd grade class low proficiency level as compared to last year class (3rd grade)

5th and 4th grade new teachers still developing expertise and need additional support

Increased rigor needed in primary grades

Subgroups need additional support

FY20, Midyear data, FY 20 Winter Diagnostics

ELA Diag proficiency 48% (up from last year diag and FSA)

Concern - 3rd grade ELA (1 point down from last year FSA)

iReady Window 2:

27% students in tier 1

45% students in Tier 2

28% students at risk Tier 3

To ensure students are on track for learning we

-Implemented writing tutorial to boost 4th/5th ELA scores

-Provided additional support to 4th and 5th grade teachers

-Schedule adjustments to provide focus support to students in different subgroups based on data

-Provided additional support and balanced literacy training for K-2 teachers

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

In FY19, 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.

FY20 midyear:

Science diagnostic proficiency 35% (up from last year diag and FSA), an increase of 5%.

The changes made was that teachers used supplementary materials to teach the content. We use Science Boot Camp. Students understand the concepts through hands-on experiments and labs. We planned for additional tutorials and Saturday camps to further enhance remediation and reteaching but due to school closure this did not take place. However, data indicates we were on track towards meeting our goals.

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.

In FY19, Science proficiency had a gap of 23% points when compared to the state average. A couple of factors contributed to this decline. 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.

FY20 midyear:

Science diagnostic proficiency 35% (up from last year diag and FSA), an increase of 5%.

The changes made was that teachers used supplementary materials to teach the content. We use Science Boot Camp. Students understand the concepts through hands-on experiments and labs. We planned for additional tutorials and Saturday camps to further enhance remediation and reteaching but due to school closure this did not take place. However, data indicates we were on track towards meeting our goals.

In FY21, we plan to continue to administer District formative and summative assessments to monitor student progress and make adjustments to instruction as needed.

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.

FY20 Midyear data:

Math Diag proficiency 61% (same as last year diag and down from FSA)

Changes made during FY20:

- Push-in support provided for differentiated small group instruction
- Provide additional support to 3rd, 4th and 5th grade new teachers
- Schedule adjustments to provide focus support to students in different subgroups based on the student needs
- Provide additional support through afterschool tutorials

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

When looking at the Early Warning Systems, two potential areas of concern are the numbers of students with Needs Development in ELA and Math and the number of level 1 students on the statewide assessment. Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy, math, and science that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we may make the changes we need to see for all students.

We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass and this will hinder their progress towards future success.

Our afterschool tutorial program ensures student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. We will plan for tutorials program ensuring student participation and success. We expect the buy-in and collaoation of all teachers, including elective teachers to ensure program success. Schedules will be adjusted to ensure professional learning communities will take place to focus on strategically planning for research-based strategies to support instruction. Administrators are assigned to grade levels to develop strong relationships with the teachers and the students. Data analysis guides our planning and remediation. Our goals are to ensure:

1. Increasing students learning gains in and proficiency in Literacy (LTO #1 - Increase reading on grade level by 3rd grade).
2. Increasing students learning gains and proficiency in Math
3. Increasing students proficiency in Science
4. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
5. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

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.

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.

**Area of Focus
Description and Rationale:**

FY20, Midyear data, FY 20 Winter Diagnostics
 ELA Diag proficiency 48% (up from last year diag and FSA)
 Concern - 3rd grade ELA (1 point down from last year FSA)

iReady Window 2:
 27% students in tier 1
 45% students in Tier 2
 28% students at risk Tier 3

Science diagnostic proficiency 35% (up from last year diag and FSA), an increase of 5%.
 Math Diag proficiency 61% (same as last year diag and down from FSA)

In FY21, we plan to continue to administer District formative and summative assessments to monitor student progress and make adjustments to instruction as needed. If we provide differentiation to support all learners, then we can make a positive effect on learning gains and proficiency.

Measurable Outcome:

Our measurable goals for FY20 include:
 There will be an increase of 5% in ELA proficiency.
 There will be an increase of 5% in Math proficiency.
 There will be an increase of 5% 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:
 1. Double Down: resource teachers and gen ed teachers collaborate to support students in a small group setting.
 2. Tutorials: will be offered after school and/or on Saturdays to ensure students receive remediation and enrichment towards learning content.
 3. Differentiated Instruction: data is analyzed in collaboration with teachers to determine reteaching, remediation or enrichment.
 4. Professional Learning Communities (PLCs): will be hosted every other week for a minimum of 90 minutes to ensure teachers have ample opprortunity to review data to make decisions on instruction.
 5. Social Emotional Learning (SEL) strategies: will be provided daily by the classroom teacher and will be supported through Guidance during the fine arts rotation.

Rationale for

1.Double Down - Allows the opportunity for students to receive support from content expert teachers and/or tutors during small group instruction.

2. 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).
 3. Differentiated Instruction - Allows to received the customize support needed to be successful.
 4. 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.
 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.
- iReady - Students use iReady for Reading.

Evidence-based Strategy:

Action Steps to Implement

1. Double Down - Two teachers or a teacher and academic tutor provide small group instruction during ELA and/or math (2-5).
 - a- Master schedule reflects the specific times the Double Down model is used in each class.
 - b- Teachers receive training during preschool to understand expectations
 - c- Teachers collaboratively review data, plan instruction to support student learning.
 - d- Teachers facilitate learning in small groups.
 - e- On-going formative & summative assessments to modify instruction
 - f- Monitoring will occur through classroom fidelity walks and data analysis (SSCC, APs).

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

2. Tutorials - Teachers provide an additional hour of instruction 2-3 times per week to focus on academic areas where students need additional support.
 - a- Analyze student data to identify student needs.
 - b- Analyze teacher data to determine teachers best fit for student needs.
 - c- Identify supplemental materials to be used.
 - d- Specific tutoring dates are disseminated to students and parents.
 - e- Planning of schedule and lesson plans are carefully designed based on student needs.
 - f- Monitoring will occur through analysis of District formative assessments (SSCC, APs).

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

3. Differentiated Instruction - Teachers differentiate the instruction for students based on their level and strategic needs during small group instruction.
 - a- Collaboratively planning and/or PLCs are used to plan for differentiation.
 - b- Teachers receive on-going on "Go to Strategies" - Research based practices for English Language Learners with support from Multicultural Department and school based Dual Language coach, ESOL Contact, and administrators.
 - c- 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. I-Station program will be utilized for Spanish remediation/enrichment.
 - d- Trailblazer technology program - Teachers use the latest technology to teach.
 - e- iReady - Teachers use the program with fidelity and monitor student data through reports and data chats.
 - f- Success Maker for Math support
 - g- Monitoring will occur through analysis of data and classroom walks (SSCC, AP).

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

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.

Person Responsible [no one identified]

5. Social Emotional Strategies (SEL)- WGES is part of the PSELI Grant, teachers receive on-going support for success with SEL.

a- 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.

b- Training and resources are provided to teachers and students to ensure SEL is implemented with fidelity.

c- Teachers implement Second Step curriculum.

d- Monitoring will occur through lesson plan reviews, classroom walkthroughs, student data analysis, master schedule, documentation evidencing strategies above. (Team leaders, Dual Language coach, AP)

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

Additional Schoolwide Improvement Priorities

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

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 statute 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.

We update 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.

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 and administrators are using electronic Data Tracking forms in all grade levels (K through 5th) to ensure students specific data includes District, State, and teacher created benchmark assessments. Administrators and teachers meet periodically to conduct data chats with the purpose to monitor student progress, discuss teacher support, and additional possible actions, or referrals needed to SBT as well as other resources. Additionally, our Dual Language teachers are provided the time to discuss students progress in each language and how to interpret the data with Dual Language Specialist and Dual Language coach. Through Professional Learning Community meetings, each grade level analyzes grade level and teacher data on common assessments using the FCIM. Teachers share resources, discuss reteaching, tutorial needs and also professional development needs are determined.

Local 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

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.

WGES 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.

Our staff receives training on building and maintain positive relationships with parents and families. The Literacy Committee, Math Committee, and Green Club organize different family events in the year to help parents develop ways to support students at home with academics. We include SEL in family nights and other events.

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.

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.

WGES 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, WGES 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).

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

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.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$828.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0481 - West Gate Elementary School	School Improvement Funds	752.72	\$828.00
			<i>Notes: All monies will be utilized for a program or process towards student achievement.</i>			
Total:						\$828.00