

The School District of Palm Beach County

# West Gate Elementary School



2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

## 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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# West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

<https://wges.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">95%</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;">95%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

West Gate Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

West Gate Elementary School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### **Membership**

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

Name	Position 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 the Exceptional Student Education program and ensure compliance with District, State and Federal guidelines and the law.
Pimentel, Ivonne	Teacher, K-12	Oversee the English Language Learner program and ensure compliance with District, State and Federal guidelines and the law.  Parent and Community liaison
Vargas, Luisa	Instructional Coach	Learning Team Facilitator, Instructional Coach and Classroom Support
Horn, Lisa	Other	Provides teachers with instructional leadership and support for the continuous academic improvement of all students. Provides coaching, support, and learning strategies to teachers to improve instruction. Provides curricular support for Summer swing/ Summer slide programs. Uses the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. Uses data to assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides support at PLCs. Guides teachers in effectively using data to make adjustments to instruction.
Figueroa-Couto, Solymar	Instructional Coach	Instructional 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.*

4



**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.*

14

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

69

**Total number of students enrolled at the school**

753

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

9

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	107	106	121	123	125	144	0	0	0	0	0	0	0	726
Attendance below 90 percent	0	20	32	48	22	37	0	0	0	0	0	0	0	159
One or more suspensions	0	0	1	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA	0	37	33	37	68	116	0	0	0	0	0	0	0	291
Course failure in Math	0	32	38	36	84	81	0	0	0	0	0	0	0	271
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	24	21	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	15	19	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	7	15	20	6	25	0	0	0	0	0	0	0	73
FY21 ELA Winter Diag Level 1 & 2	0	0	0	102	112	81	0	0	0	0	0	0	0	295
FY21 Math Winter Diag Level 1 & 2	0	0	0	95	101	78	0	0	0	0	0	0	0	274

**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	28	32	38	74	99	0	0	0	0	0	0	0	271

**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	14	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

**Date this data was collected or last updated**

Thursday 9/9/2021

**2020-21 - 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	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

**2020-21 - 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	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
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Indicator	Grade Level													Total
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**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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	58%	57%	46%	57%	56%
ELA Learning Gains				50%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile				51%	56%	53%	42%	56%	48%
Math Achievement				61%	68%	63%	64%	65%	62%
Math Learning Gains				73%	68%	62%	68%	63%	59%
Math Lowest 25th Percentile				57%	59%	51%	49%	53%	47%
Science Achievement				30%	51%	53%	53%	56%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison						
04	2021					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-38%				
05	2021					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison						
04	2021					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-50%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	51%	-23%	53%	-25%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady, Successmaker, and USAs for Fall, Winter & Spring

In grades 3-5 we will use iReady, Successmaker, and USAs in the Fall, iReady, Successmaker, USAs, and Diagnostics in the Winter, and iReady, Successmaker, USAs, in the Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.5	14.8	18.8
	Economically Disadvantaged	18.5	14.8	18.8
	Students With Disabilities	40	10	20
	English Language Learners	7.4	15.0	18.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		24.4	42.1
	Economically Disadvantaged		24.7	42.5
	Students With Disabilities		23.1	37.5
	English Language Learners		23.1	37.2
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7.8	5.9	12.8
	Economically Disadvantaged	7.9	5	12.1
	Students With Disabilities	0	0	0
	English Language Learners	3.0	1.5	7.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		50	50.5
	Economically Disadvantaged		50	49.5
	Students With Disabilities		46.2	47.1
	English Language Learners		46.2	48.6

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		34.1	27.6
	Economically Disadvantaged		34.6	28
	Students With Disabilities		21.1	10.5
	English Language Learners		25.3	20.0
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	36.7	30.5	18.4
	Economically Disadvantaged	35.5	31.0	18.7
	Students With Disabilities	12.5	10.5	5.0
	English Language Learners	25.8	19.2	12.2
		Number/% Proficiency	Fall	Winter
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		46.4	43
	Economically Disadvantaged		47.3	42.9
	Students With Disabilities		32.3	28.1
	English Language Learners		40.2	30.8
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	27.4	29.4	36.4
	Economically Disadvantaged	27.3	29.3	36.9
	Students With Disabilities	16.1	19.4	31.3
	English Language Learners	20.0	23.5	29.2
		Number/% Proficiency	Fall	Winter

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54.3	58.7
	Economically Disadvantaged		54.9	58.5
	Students With Disabilities		43.8	35.3
	English Language Learners		36.5	42.6
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	49.5	38	23.4
	Economically Disadvantaged	50.5	39	24.1
	Students With Disabilities	35.3	29.4	10.5
	English Language Learners	39.6	28.3	13
		Number/% Proficiency	Fall	Winter
Science	All Students	56.4	53.3	60.0
	Economically Disadvantaged	56.5	53.8	59.8
	Students With Disabilities	33.3	43.8	41.2
	English Language Learners	38.1	31.5	40.7
		Number/% Proficiency	Fall	Winter

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	16	36		24	32		13				
ELL	27	45	55	26	17	33	15				
BLK	13	43		13	7		7				
HSP	33	48	52	28	26	38	24				
WHT	50			50							
FRL	32	48	50	28	24	35	23				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	8
Percent Tested	96%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	



Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Based on all data the greatest areas of need are Math, and ELA. ELA data was significantly lower in first, second, and third grades for Students with Disabilities and English Language Learners in ELA.

FSA comparison of level 3 and higher shows:

ELA

Gr 3: FY19 37.6%. In FY21 24.8%.

Gr. 4: FY19 48.5%. FY21 29.0%

Gr. 5: FY19 35.3%. FY21 35.6%

Math

Gr 3: FY19 49.6%. In FY21 14.0%.

Gr. 4: FY19 65.1%. FY21 28.2%

Gr. 5: FY19 59.0%. FY21 30.6%

Science:

FY19 27.9% FY21 22%

When looking at SWDs, we see:

ELA, a decrease of 3.4%

Math, a decrease of 1.5%

Science an increase of 4.9%

The trend we see is that the Students with Disabilities are impacted the most in grades 3-5 where proficiency is significantly lower than the other subgroups in ELA and Math. When looking at the rest of the school our decrease was in Math.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments, grades three and five ELA and grade five Science are the greatest need for improvement, the decrease was an average of 12%. When looking at our progress monitoring for FY21 we see that grade 3 shows the greatest declines from one testing window to the next, with an average of 7-12 percent decreases. Fifth grade also showed a decline of 16% points in Math and stayed the same in ELA. When reviewing the data for SWDs, we see that our third and fifth graders also show declines ranging from 5% - 10% in both ELA and Math.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the FY20, the contributing factor to our decline was the virtual learning during the pandemic. This contributed to a substantial dip in math across all grade levels. We began FY21 with a hybrid of distance learning/virtual learners. Math concepts were difficult to convey and teach at a distance hindered progress over the last year and a half. The majority of the students were virtual for more than half of FY21 as well. This decline was apparent in third and fifth grade because less than 50% of our students returned to brick and mortar in FY21. Our fourth graders showed increases, we had 80% or more return to campus.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

While almost all grade levels showed a decrease, grade 4 Math maintained proficiency despite the challenges over the last eighteen months. When comparing FSA data, we see a 6% increase overall and a 31% increase in the SWD subgroup. When looking at progress monitoring we see gains in Science, an increase of 7% between the Winter and Spring testing periods. In grade four we see an increase of 6-12% for fourth-grade math. In second grade we see a 5% increase from Winter to Spring in ELA.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Fourth grade had the greatest number of students return to school as opposed to distance learning during the second trimester. Students were able to participate in small group instruction and double down interventions as well as tutorial and differentiated instruction all face to face.

### **What strategies will need to be implemented in order to accelerate learning?**

The strategies that will be implemented include collaboration, collegial planning, in addition during PLCs the teachers participate in data analysis and unpacking of the standards. Teachers will plan for strategic technology usage, differentiated instruction, small group instruction, tutorials, and reteach/ review for targeted standards. In FY20 we began the Dual language program for K-1, in FY21 we expanded to second grade, and in FY22 we have included third. Dual-language instruction supports the learning of all students through the development of two languages.

- 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

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will participate in full-day PD, collegial planning, and PLCs. The focus will be on unpacking standards and utilizing the new ELA curriculum in grades K-2, as well as balanced literacy components, data analysis to drive instruction and progress monitoring. Grades K-5 will focus on backward design, data analysis to drive instruction, acceleration strategies, progress monitoring, and differentiated instruction.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

- Develop teacher capacity will be improved through modeling, coaching, and instructional walkthroughs
- 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 a tutorials program ensuring student participation and success.

Our goals are to ensure:

1. Increasing students learning gains in and proficiency in Literacy (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 subgroups: 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 ELA**

To ensure progress towards student achievement specifically relating to ELA, which also supports achievement in Science and Math to align with the District's Strategic Plan; Academic achievement for all.

Our ELA overall proficiency decreased by 11%, math overall proficiency decreased by 33% and Science proficiency decreased by 7% in FY21 when compared to FY19. In order for students to be able to perform higher in the math test, students must know how to read on grade level. Reading impacts not only the math scores but also the science scores.

**Area of Focus Description and Rationale:**

Trends across the grades indicated that math showed the greatest decrease. The greatest need for improvement in mathematics. However, reading impacts math directly and needs to be a specific area of focus. Contributing factors for the decreased in math is associated with virtual learning and the resources to teach mathematics. A new program-Successmaker was used. This presented technical challenges that will be carefully monitored and addressed this year. Data components that demonstrate the greatest improvement are in ELA Learning gains and L25.

In FY22, 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 FY22 include:  
 There will be an increase of 10% in ELA proficiency.  
 There will be an increase of 10% in Math proficiency.  
 There will be an increase of 10% in Science proficiency.  
 Students with Disabilities will increase their ESSA index to at least 42% points.

**Monitoring:**

West Gate Elementary will use District formative and summative assessments to monitor student progress and make adjustments to instruction as needed.

**Person responsible for monitoring outcome:**

Patricia Ordonez Feliciano ([patricia.ordonez-feliciano@palmbeachschools.org](mailto:patricia.ordonez-feliciano@palmbeachschools.org))

**Evidence-based Strategy:**

The strategies below will be used across all contents, specifically in ELA:  
 1. Double Down: resource teachers and gen education 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 take place every other week for a minimum of 90 minutes to ensure teachers have ample opportunity 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 Evidence-based Strategy:**

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 (1st - 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 time for teachers to collaborate biweekly. Teachers analyze data and ensure alignment of assessments and instruction to standards. They also share teaching strategies and focus 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 - Used for Reading.

### Action Steps to Implement

1. Double Down - Two teachers or a teacher and academic tutor provide small group instruction during ELA and/or math (K-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 (Single School Culture Coordinator, Assistant Principal, Principal).

**Person Responsible** Patricia Ordonez Feliciano ([patricia.ordonez-feliciano@palmbeachschools.org](mailto: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 (Single School Culture Coordinator, Dual Language Coach, Learning Team Facilitator, Assistant Principal, Principal).

**Person Responsible** Patricia Ordonez Feliciano ([patricia.ordonez-feliciano@palmbeachschools.org](mailto: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](mailto: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** Patricia Ordonez Feliciano (patricia.ordonez-feliciano@palmbeachschools.org)

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. (Single School Culture Coordinator, Team leaders, Dual Language coach, Learning Team Facilitator, Assistant Principal, Principal)

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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When looking at SafeSchoolsforAlex.org we see our school ranks 678 out of 1395, Moderate when compared to all elementary schools statewide. We reported .5 incidents per 100 students. This rating was for a total enrollment of 785, with 4 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated very high are Drug/Public Order incidents. 1141/1395 for the State and 74/82 for the County., we had a total of 2 incidents. For violent incidents, we ranked Low, for 2 incidents of fighting. We had zero property incidents and ranked Low. We had a total of 32 out of school suspensions, a decline of 8 from 2018.**

**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.**

#### **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.

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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.

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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.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Administrators - Provide leadership through PBS, SEL and program implementation.

Teachers - Provide leadership and first hand SEL lessons to students. Implement PBS, SEL and use CHAMPS strategies in the classroom

Parents - Participate in family events that re-enforce academic, behavior and SEL expectations

Support Staff - Provide leadership and support to students and teachers throughout the day

Community Members - Participate in school events such as School Advisory Council, Parent Teacher Organization, Family learning events to support school. When appropriate, community organizations and members contribute through donations to enrich the learning environment. Ex. Rotary Club donates dictionary, Norton Museum provides access to free field trips, Kiwanis donates meals to most needed families, Education Foundation provides free school supplies to students.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

**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: ELA</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0481 - West Gate Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Support student achievement towards state testing.</i>			
					<b>Total:</b>	<b>\$2,000.00</b>