West Gate Elementary School

2022-23 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: 1/24/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (52%) 2017-18: B (54%)
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	ATSI
* 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 Palm Beach 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Vargas, Luisa	Learning Team Facilitator (PLC)	Articulate academic targets/standards/tasks during meeting and classroom support modeled sessions. Facilitate data analysis and share strategies (e.g., instructional, curriculum) to support and identify prerequisite skills for success on assignments. Identify staff development needs and exemplars of instruction Assist school with organization and communication of data reports and support family and community engagement.
Mejias, Claudia		Principal Mejias manages all aspects of the curriculum program. Mrs. Mejias is the instructional leader of the school. She is responsible for equitable instruction of all students and is the decision-maker in regards to the master schedule, teacher evaluations and supervision, curriculum, Palm Beach Model of Instruction, Title I Grant program, and professional development. Mrs. Mejias also manages and supervises the business side of the school and is responsible for all budgetary decisions and contracts. Additional responsibilities include assistant principal supervision, deliberate practice for all instructional staff, Discipline referral monitor, Grants Implementation, Employee Building Council, School Safety, School Advisory Council, Marzano Framework activities, and school and community communication and facilitation.
Heckman, Sue		Mrs. Heckman builds capacity and promotes continued learning with math and science teachers through planning, observing, co-teaching, and modeling. She provides assistance, support, and/or training during common planning sessions, PLCs, and PD Days. She also assists with collection, management, and analysis of grade-level and schoolwide data for trends using PM Unify, EDW, iReady, and Reflex. She works with students to provide small group instruction and uses research-based strategies to close the achievement gap in math. She promotes and designs engaging, standards-based learning activities and motivating classroom experiences with teachers to increase student interest and engagement. Mrs. Heckman also develops schoolwide content area events throughout the year to promote academic engagement and parent involvement.
Pimentel, Ivonne	ESOL Coordinator	Mrs. Ivonne Pimentel provides schools with instructional leadership and support for the continuous academic improvement of all English Language Learner's (ELLs) in the community of schools with which they engage. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Provides coaching, support, and professional learning strategies to individual ESOL instructional specialists to improve classroom instruction for ELLs and facilitate growth as instructional leaders. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all ELL students.
Horn, Lisa	Single School	Mrs. Horn provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida

Name	Position Title	Job Duties and Responsibilities
	Culture Coordinator	Standards. She also provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators and applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture and provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).
Figueroa-Couto, Solymar		Mrs. Solymar Figueroa assists the principal in interviewing and evaluating instructional and non-instructional staff. Supervise instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Manage student behavioral issues and coordinate for supervision of student activities both during and after school hours including school assemblies, curriculum activities, and parent engagement. Set up the academic schedule for teachers and students. Conduct staff meetings. Promote a school-wide collaboration and implementation of best teaching practices.
Miller, Karolin	ESE Coordinator	Karolin Miller, the Exceptional Student Education (ESE) Coordinator organizes and supervises ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. Mrs. Miller monitors Individual Educational Plan (IEP) documents and plans, coordinates, conducts, and/or facilitates IEP Team meetings, IEP annual reviews, and 3-year evaluations for a caseload of students with disabilities. She maintains accurate and up-to-date records and reports for compliance monitoring to meet all district and state ESE timelines. She protects the privacy of student records per The Family Educational Rights and Privacy Act (FERPA). She provides information to students, parents, and General Education Instructors on how to appropriately implement a student's IEP. Mrs. Miller establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc.

Demographic Information

Principal start date
Monday 1/24/2022, Claudia Mejias

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

734

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	119	109	121	132	129	155	0	0	0	0	0	0	0	765
Attendance below 90 percent	62	42	47	52	32	55	0	0	0	0	0	0	0	290
One or more suspensions	4	5	3	5	0	4	0	0	0	0	0	0	0	21
Course failure in ELA	13	21	24	31	70	86	0	0	0	0	0	0	0	245
Course failure in Math	18	39	27	17	41	80	0	0	0	0	0	0	0	222
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	67	39	58	0	0	0	0	0	0	0	164
Level 1 on 2022 statewide FSA Math assessment	0	0	0	69	38	83	0	0	0	0	0	0	0	190
Number of students with a substantial reading deficiency	0	7	8	10	45	60	0	0	0	0	0	0	0	130

Using the table above, complete the table below with the number of students by current grade level who have 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	20	33	25	74	60	103	0	0	0	0	0	0	0	315

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	6	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 9/12/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	59%	56%				43%	58%	57%
ELA Learning Gains	63%						50%	63%	58%
ELA Lowest 25th Percentile	67%						51%	56%	53%
Math Achievement	34%	53%	50%				61%	68%	63%
Math Learning Gains	58%						73%	68%	62%
Math Lowest 25th Percentile	58%						57%	59%	51%
Science Achievement	17%	59%	59%				30%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-38%				
05	2022					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-50%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	51%	-23%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	52	75	29	56	50	11				
ELL	30	61	66	31	56	60	11				
BLK	23	55		26	60		18				
HSP	36	63	69	35	57	59	14				
WHT	38			46							
FRL	35	62	68	33	58	60	16				
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				
WHT	62			64	90						
FRL	42	50	52	61	72	59	30				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	42
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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: FY21 27% FY22 22%
Gr. 4: FY21 32% FY22 46%
Gr. 5: FY21 38% FY21 37%
Math
Gr 3: FY21 15% FY22 18.0%.
Gr. 4: FY21 29% FY22 49%
Gr. 5: FY21 32% FY22 27%
Science:
FY21 23% FY22 17%

We will specifically focus on our ESSA identified subgroups; black students; who

will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.The trend we see is that the black students, are impacted the most in grades 3-5 where proficiency is significantly lower than the other subgroups in ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data trends our focus will be to increase learning gains and achievement for grades 3 and 5 ELA and grade 5 Science. The decrease was an average of 12%. When looking at our progress monitoring for FY22 we see that grade 3 and grade 5 shows the greatest declines from one testing window to the next, with an average of 7-12 percent decreases. When reviewing the data for black students, we see that our third and fifth graders also show declines ranging from 5% - 10% in both ELA and Math.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through School Based team (SBT). We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

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

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 aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Increasing student learning gains in Literacy allows or students to develop the skills necessary towards future success.

Ensuring learning gains and progress for ESSA subgroup of black students: we will analyze student data to
identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups monitored for progress. They will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

During the FY22 school year, the school employed certified teachers; many were new to the school and the Dual Language program, and still developing their instructional capacity. Additionally, there were vacant positions resulting in resource teachers being utilized as homeroom teachers which resulted in small group instruction with two certified teachers to reenvisioned.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While almost all grade levels showed a decrease, grade 4 Math maintained proficiency despite the challenges faced. When comparing FSA data, we see a 20% increase overall proficiency and an increase in the SWD and ELL subgroups in math. In ELA, 4th grade showed a 15% increase in overall proficiency an increase in SWD and ELL subgroups.

In FY22, our overall learning gains in ELA showed an 11% increase and in math a 33% increase.

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

At West Gate Elementary, we focused on student achievement, student-learning gains, and overall social emotional growth. We dedicated time to the following priorities to ensure equitable and equal opportunity for all of our student by:
- creating a collaborative planning day in addition to PLCs
- having the ability to remediate during small group instruction
- differentiated intervention instruction for identified students based on data analysis
- tutorial opportunities
- enhanced social emotional learning opportunities

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

ELA and Math Continuum: During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources
and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies.Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

In FY20 we began the Dual language program for K-1, in FY21 we expanded to 2nd Grade, in FY22 we have included 3rd Grade, and in FY23 we have expanded again to Grade 4. Dual-language instruction supports the learning of all students through the development of two languages. In addition, West Gate will provide:
- Push-in support provided for differentiated small group instruction
- Provide additional support to all 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 continue to engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index, which is our black students. Teachers will be participating in the district Scence Leadership Academy (SLA). PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will participate in full-day PD, collegial planning, and PLCs. The focus will be on unpacking standards and utilizing the new ELA and Math curriculums in all grades, 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
2. Increasing students learning gains and proficiency in Math
3. Increasing students proficiency in Science
4. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. Ensuring learning gains & progress for ESSA subgroup, black students: Students who fall within our ESSA Subgroups will specifically be monitored for progress.
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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase the learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. Our instructional priority is to deliver content, concepts, or skills that aligned to the benchmark and intended learning. The results of our ELA low 25% and overall ELA learning gains were a low preforming category when comparing our FY22 FSA results. The ELA school-wide learning gains increased 4 percentage points, however it is still a loss of 8 percentage points from FY19. The learning gains from our ELA low 25% stayed the same at 67% in FY 21 and FY22. Our ESSA identified subgroup black students have demonstrated a decline of 3-5% over the past two years. Data indicates that we need to review what is being taught, how it's being taught and make decisions to make changes necessary to support all learners.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our measurable goals for FY23 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At West Gate Elementary, we strategically plan for a variety of monitoring techniques: Review of lesson plans, data analysis, classroom walks, student work samples, student attendance, data chats, formal observations, professional learning communities attendance/participation, all formative and summative assessments and technology. The monitoring will be supported by key members of the leadership team Assistant principal Single School Culture Coordinator Learning Team Facilitator ESOL Coordinator ESE Coordinator
Person responsible for monitoring outcome:	Claudia Mejias (claudia.mejias@palmbeachschools.org)
Evidence-based Strategy:	1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.

Describe the evidence-based strategy being implemented for this Area of Focus.	2. Tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Reading teachers will incorporate the use of technology-based programs including iReady and iStation, which enhance the students' ability to integrate knowledge. 4. Professional Learning Community (PLC)/ Professional Development (PD) will ensure teachers collaboratively unite to focus on best practices and methodologies. Professional Development will support the development of teachers expertise and instructional strategy success and focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. 2. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both iReady and iStation have aided in increasing student achievement when the programs are used with fidelity. Both programs are effective tools that enable teachers to differentiate instruction based on student's specific area of need. 4. Professional Learning Communities and Professional Development allow teachers and leadership an opportunity to collaborative, analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate small group instruction:
a. Students will be assessed during USA's and FSQ's. Teachers will utilize differentiated instructional strategies and small group instruction in both English and Spanish classes.
b. Teachers will analyze student data to determine strengths and weaknesses in content areas.
c. Teachers will create small group rotational cycles that include a small group with an ELL teacher to ensure all students are supposed at their abilities.
d. Teachers will create lesson plans utilizing a instructional materials and teaching methodologies to support all learners.
e. Teachers will develop ongoing formative assessments to track student learning and adjust instruction.
f. Monitoring will occur through the review of lesson plans, teacher data chats, and review of teacher schedules.

Person Responsible	Claudia Mejias (claudia.mejias@palmbeachschools.org)

2. Tutorials:
a. Analyze student data to determine students for tutorial groups and support necessary.
b. Choose research- based supplemental materials and resources to use during tutorials.
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide tutors with training to understand expectations and become familiar with materials to use during tutorials.
e. Students will be selected and grouped for afterschool tutorials based on the results of the FY21 FSA, iReady/iStation diagnostic testing, Progress Monitoring baseline testing, and ESSA identified subgroups.

Person Responsible	Lisa Horn (lisa.p.horn@palmbeachschools.org)

3. Adaptive Technology:
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a schedule to ensure all students have access to technology.

c. Teachers will engage in small group instruction based on adaptive technology results.
d. Teachers will track data and usage to use the fidelity of the adaptive technology.

Person Responsible   Solymar Figueroa-Couto (solymar.figueroacouto@palmbeachschools.org)

4. Professional Learning Communities and Professional Development:
a. Development of a PLC schedule to include content area teachers and resource teachers.
b. The PLCs/PD sessions will focus on data analysis and standards based instruction.
c. Instructional coaches will assist with standards based planning to build teacher capacity.
d. Teachers will work collaboratively to plan and develop lesson focused on strategies aligned to the standards.

Person Responsible   Luisa Vargas (luisa.vargas@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If West Gate Elementary focuses on standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to our data, our students are not entering 3rd grade prepared for the rigors of the standard. According to our iReady FY22 data, 26% of incoming third grade students are reading at an on-grade level data. iReady shows that our overall primary grades proficiency is low.
Kindergarten- 69% proficient
1st Grade- 36% proficient
2nd Grade- 26% proficient

It also gives us data to support a lack of proficiency in foundational skills in K-2:
Phonological Awareness- 61%
Phonics- 45%
High Frequency Words- 49%
Vocabulary- 42%

Due to the lack of foundational, students overall reading comprehension proficiency is 47% for literature and 44% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and Growth. Our instructional priority is to
deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows our 3rd grade students were only 22% proficient on the FSA. The winter diagnostic also stated that 35% of our students were predicted to be proficient by the FY23 state testing. This proves that students are entering 3rd grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

The ELA school-wide learning gains of ELA Low 25% remained the same at 67% from FY21 to FY22. Our ESSA identified subgroup, black students, have demonstrated a decline of 3% over the past two years. Data indicates that we need to review how standards are being taught and make decisions to make the necessary changes to support all learners.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

West Gate Elementary measurable outcomes in grades Kindergarten-2nd Grade for 2023 are:
February 2023- May 2023
Kindergarten- 74% proficient 79% proficient
First Grade- 41% proficient 46% proficient
Second Grade- 31% proficient 36% proficient
Phonological Awareness- 66% proficient 71% proficient
Phonics- 50% proficient 55% proficient
High Frequency Words- 54% proficient 59% proficient
Vocabulary- 47% proficient 52% proficient

Grades 3-5: Measureable Outcome(s)

West Gate Elementary measurable outcomes in grades 3rd-5th Grade for 2023 are:
February 2023 May 2023
Third Grade- 27% proficient 32% proficient
Fourth Grade- 51% proficient 56% proficient
Fifth Grade- 42% proficient 47% proficient

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each grade level team will review iReady diagnostic and growth monitoring checks, Oral Running Records, weekly formative assessment and end of unit assessments from the Benchmark series. We will also review lesson plans, data analysis, classroom walks, student work samples, student attendance and data chats.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Mejias, Claudia, claudia.mejias@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Results: Literacy (ed.gov)
Reading Program Repository | Florida Center for Reading Research (fcrr.org)
Reading | Evidence For ESSA
WWC | Practice Guides (ed.gov)

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly Benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. Develop Literacy Leadership team consisting of school principal, Single School Culture Coordinator, Learning Team Facilitator and Media Specialist. The team will develop a plan to monitor the implementation and ensure compliance with the reading plan, conduct walkthroughs to monitor and support reading instruction and intervention by using the District Look Fors/ Scope and Sequence, and school leaders have a process to identify areas of strength/ weaknesses and next steps by analyzing data.	Mejias, Claudia, claudia.mejias@palmbeachschools.org
2. Assessment: we will incorporate small group instruction focusing on the four aspects of Literacy through professional learning and literacy coaching. a. Students will be assessed using FATS K-2 STAR, FAST 3-5 Cambium, iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize differentiated instruction strategies and small group instruction (Assessment). b. Teachers will create a small group rotational cycle to ensure all students supported at their abilities. c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. d Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.	Figueroa-Couto, Solymar, solymar.figueroacouto@palmbeachschools.org
3. Professional Learning Communities a. Development of a PLC schedule to include all content area teachers and resource teachers. b. PLCs sessions will focus on data analysis, and effective instruction based on the needs. c. Instructional coaches will develop and implement coaching cycles to build teacher capacity. d. Teachers will work to collaboratively plan and develop lessons focused on strategies aligned to the standards.	Vargas, Luisa, luisa.vargas@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year West Gate Headstart Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or students ages 3 to 5 who are determined eligible. This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based community children into the Kindergarten program at West Gate Elementary, we engage children in the following kindergarten transition activities:
- Scheduling of conferences with preschool childrenn's families
- Distribution of a letter and/or flyer sent to families of preschool children
- Hosting a 'Kindergarten Round-Up' event for families of incoming Kindergarten students
-Distributing community resources for families to access during the summer before Kindergarten
- Providing home learning activities to families to help them prepare for Kindergarten

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 school culture and environment.

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. For example; The 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.