

The School District of Palm Beach County

# West Gate Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

<https://wges.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mejias, Claudia	Principal	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.
Figueroa-Couto, Solymar	Assistant Principal	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.
Edwards, Charlene	Other	Dr. Edwards provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida 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 (Rtl) 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).
Heckman, Sue	Instructional Coach	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

Name	Position Title	Job Duties and Responsibilities
		also develops schoolwide content area events throughout the year to promote academic engagement and parent involvement.
Vargas, Luisa	Other	<p>Articulate academic targets/standards/tasks during meeting and classroom support modeled sessions.</p> <p>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</p> <p>Assist school with organization and communication of data reports and support family and community engagement.</p>
Pimentel, Ivonne	ELL Compliance Specialist	<p>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.</p>

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School

Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and



community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this expectations in our assemblies.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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.

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.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning

- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: USA, NGSSS, Midterms, Semester exams, Reading Plus Diagnostics, iStation, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM #1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students; proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration of our students in grades 3-5.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	95%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	60	54	27	44	34	0	0	0	219	
One or more suspensions	0	2	1	0	8	6	0	0	0	17	
Course failure in English Language Arts (ELA)	0	13	14	24	51	22	0	0	0	124	
Course failure in Math	0	12	9	16	43	20	0	0	0	100	
Level 1 on statewide ELA assessment	0	0	0	7	66	67	0	0	0	140	
Level 1 on statewide Math assessment	0	0	0	0	72	57	0	0	0	129	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	42	66	67	0	0	0	175	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	11	16	74	62	0	0	0	178

Using the table above, complete the table below with the number of students identified retained:

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

## Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	62	42	47	52	32	55	0	0	0	290	
One or more suspensions	4	5	3	5	0	4	0	0	0	21	
Course failure in ELA	13	21	24	31	70	86	0	0	0	245	
Course failure in Math	18	39	27	17	41	80	0	0	0	222	
Level 1 on statewide ELA assessment	0	0	0	67	39	58	0	0	0	164	
Level 1 on statewide Math assessment	0	0	0	69	38	83	0	0	0	190	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	8	10	45	60	0	0	0	130	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	33	25	74	60	103	0	0	0	315

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	62	42	47	52	32	55	0	0	0	290	
One or more suspensions	4	5	3	5	0	4	0	0	0	21	
Course failure in ELA	13	21	24	31	70	86	0	0	0	245	
Course failure in Math	18	39	27	17	41	80	0	0	0	222	
Level 1 on statewide ELA assessment	0	0	0	67	39	58	0	0	0	164	
Level 1 on statewide Math assessment	0	0	0	69	38	83	0	0	0	190	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	8	10	45	60	0	0	0	130	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	33	25	74	60	103	0	0	0	315

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	53	53	35	59	56	32		
ELA Learning Gains				63			49		
ELA Lowest 25th Percentile				67			55		
Math Achievement*	28	57	59	34	53	50	28		
Math Learning Gains				58			24		
Math Lowest 25th Percentile				58			34		
Science Achievement*	21	54	54	17	59	59	23		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	54	56	59	54			49		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	1	1
ELL	28	Yes	1	1
AMI				
ASN				
BLK	35	Yes	2	
HSP	31	Yes	1	1
MUL				
PAC				
WHT	27	Yes	1	1

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	33	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	42			
ELL	46			
AMI				
ASN				
BLK	36	Yes	1	
HSP	49			
MUL				
PAC				
WHT	42			
FRL	48			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	27			28			21					54
SWD	16			22			8				5	38
ELL	22			26			17				5	54
AMI												
ASN												
BLK	32			32			17				5	53
HSP	27			27			23				5	54
MUL												

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	20			33							2	
FRL	30			29			24				5	56

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	63	67	34	58	58	17					54
SWD	16	52	75	29	56	50	11					50
ELL	30	61	66	31	56	60	11					54
AMI												
ASN												
BLK	23	55		26	60		18					36
HSP	36	63	69	35	57	59	14					55
MUL												
PAC												
WHT	38			46								
FRL	35	62	68	33	58	60	16					54

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	49	55	28	24	34	23					49
SWD	16	36		24	32		13					48
ELL	27	45	55	26	17	33	15					49
AMI												
ASN												
BLK	13	43		13	7		7					33
HSP	33	48	52	28	26	38	24					51
MUL												
PAC												
WHT	50			50								27
FRL	32	48	50	28	24	35	23					49



**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	56%	-24%	54%	-22%
04	2023 - Spring	27%	58%	-31%	58%	-31%
03	2023 - Spring	24%	48%	-24%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	84%	54%	30%	54%	30%
03	2023 - Spring	19%	57%	-38%	59%	-40%
04	2023 - Spring	28%	52%	-24%	61%	-33%
05	2023 - Spring	25%	56%	-31%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	51%	-32%	51%	-32%

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

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

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% FY23 PM#3 24%  
Gr. 4: FY21 32% FY22 46% FY23 PM#3 27%

Gr. 5: FY21 38% FY21 37% FY23 PM#3 32%  
Black/AA: FY21 13% FY22 23% FY23 PM#3 33%

#### Math

Gr 3: FY21 15% FY22 18.0%. FY23 PM#3 19%  
Gr. 4: FY21 29% FY22 49% FY23 PM#3 29%  
Gr. 5: FY21 32% FY22 27% FY23 PM#3 25%  
Black/AA: FY21 13% FY22 26% FY23 PM#3 35%  
Acceleration:  
FY21 NA FY22 NA FY23 PM#3 84%

#### Science:

FY21 23% FY22 17% FY23 19%  
Black/AA: FY21 7% FY22 18% FY23 17%

Science has been historically an area of concern for our school. We are one of the lowest performing in comparison to our district.

Contributing factors to the declines:

- Teacher inexperience with the new BEST standards .
- New teachers difficulty understanding the rigor and expectation of the standards
- We house the second largest ELL population District wide, which entails a language barrier that affects all content areas due to the acquisition of the English language.

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.

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

#### ELA

Gr. 4: FY21 32% FY22 46% FY23 PM#3 27%

#### MATH

Gr. 4: FY21 29% FY22 49% FY23 PM#3 29%

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

#### State School

##### ELA

3 50 23

4 58 27

5 54 32

##### Math

3 59 19

4 61 29

5 55 25

##### Acceleration

54 84

Science  
51 19

Science has been historically an area of concern for our school. We are one of the lowest performing in comparison to our district.

Contributing factors to the declines:

- Teacher inexperience with the new BEST standards .
- New teachers difficulty understanding the rigor and expectation of the standards
- We house the second largest ELL population District wide, which entails a language barrier that affects all content areas due to the acquisition of the English language.

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.

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

ELA

Black/AA: FY21 13% FY22 23% FY23 PM#3 33%

Math:

Black/AA: FY21 13% FY22 26% FY23 PM#3 35%

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

? 10% or more Absence

? Reading Deficiency

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

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

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.

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Absenteeism decreased by 15% from FY22 to FY23. Total number of days absence shows:

FY21-22 12,238

FY22-23 10,446

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease student absenteeism by 10% by May of 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

1. Teachers track student attendance daily.
2. Administration tracks SIS to see attendance for all students
3. Track attendance plan results.

**Person responsible for monitoring outcome:**

Claudia Mejias (claudia.mejias@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Develop an Attendance Plan

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.
2. Schoolwide attendance plan supports student and parent understanding of the importance of attending school every day, on time, and ready to learn.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

**By When:** Implemented immediately and throughout the school year.

#### Attendance Plan

1. Parents/Guardians sign the school compact.
2. . Ensuring teachers are informed and understand the expectations. Reinforce expectations during Morning Announcements.
3. Student assemblies explaining the expectations of attendance and being ready to learn.
4. Develop schoolwide incentive program (Monthly celebrations, awards)
5. School based team meeting's are dedicated to review student attendance.
6. Involve all stakeholders to include; BHP, Counselors, Parent Liaison, Boys Town School Support Specialist, etc.

**Person Responsible:** Charlene Edwards (charlene.edwards@palmbeachschools.org)

**By When:** To start at the beginning of the school year and continues through May 2024.

**#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FSA comparison of level 3 and higher shows:  
ELA

Gr 3: FY21 27% FY22 22% FY23 PM#3 24%  
Gr. 4: FY21 32% FY22 46% FY23 PM#3 27%  
Gr. 5: FY21 38% FY21 37% FY23 PM#3 32%  
Black/AA: FY21 13% FY22 23% FY23 PM#3 33%

Math

Gr 3: FY21 15% FY22 18.0% FY23 PM#3 19%  
Gr. 4: FY21 29% FY22 49% FY23 PM#3 29%  
Gr. 5: FY21 32% FY22 27% FY23 PM#3 25%  
Black/AA: FY21 13% FY22 26% FY23 PM#3 35%  
Acceleration:  
FY21 NA FY22 NA FY23 PM#3 84%

Science:

FY21 23% FY22 17% FY23 19%  
Black/AA: FY21 7% FY22 18% FY23 17%

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.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Academic Outcomes:

Our measurable goals for FY24 include:

February 24 May 24

ELA +5% +5%

Math +6% +6%

Science +10% +10%

Teacher Practice:

By PM#2, 70% of our teachers will effectively utilize the Double Down Model of instruction, ensuring students receive the additional support needed.

By PM#3, 95% off our teachers will effectively utilize the Double Down Model of instruction, ensuring students receive the additional support needed.

Coaches will support teachers using the Coaching Continuum

By February of 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support

By February of 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support

By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.  
By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

### **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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Tutoring programs for ELA , Math, and Science to ensure learning supplemented with additional resources and teacher support.
3. ELA and Math 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 Intervention:**

Explain the rationale for selecting this specific 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

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)



## Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

## Small Group

## 1. Incorporate small group instruction "Double Down"

- 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 a resource teacher to ensure all students' needs are met.
- d. Teachers will create lesson plans utilizing instructional materials and teaching methodologies to support all learners.
- e. Teachers will utilize ongoing formative assessments (check-ins) 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](mailto:claudia.mejias@palmbeachschools.org))

**By When:** Within the first two weeks of school and continues through the end of the year.

## 2. Tutorials for ELA, Math, and Science

- 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 FY22 FSA, FY23 FAST, iReady/iStation diagnostic testing, Progress Monitoring baseline testing, including the ESSA identified subgroups.

**Person Responsible:** Solymar Figueroa-Couto ([solymar.figueroacouto@palmbeachschools.org](mailto:solymar.figueroacouto@palmbeachschools.org))

**By When:** By October 2023 and continues through the end of the year.

## 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:** Luisa Vargas ([luisa.vargas@palmbeachschools.org](mailto:luisa.vargas@palmbeachschools.org))

**By When:** August 2023 through May 2024

## 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 lessons focused on strategies aligned to the standards.

**Person Responsible:** Luisa Vargas ([luisa.vargas@palmbeachschools.org](mailto:luisa.vargas@palmbeachschools.org))

**By When:** Within the first two weeks of school and continues through the end of the year.

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement, Targeted Support & Improvement and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers support during small group instruction. specifically focusing on our ESSA-identified subgroups.
2. 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.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.
11. Participate in the K-2 District Literacy Initiative

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

**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 FY23 data, 30% of incoming third grade students are reading at an on-grade level data. iReady shows that our overall primary grades proficiency is low.

Kindergarten-75% proficient

1st Grade- 24% proficient

2nd Grade- 29% proficient

It also gives us data to support a lack of proficiency in foundational skills in K-2:

Phonological Awareness- 60%

Phonics- 45%

High Frequency Words-46 %

Vocabulary- 40%

Due to the lack of foundational, students overall reading comprehension proficiency is

Literature: 54%

Nonfiction Text: 42%

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

English Language Learners in ELA.

FSA comparison of level 3 and higher shows:  
ELA

Gr 3: FY21 27% FY22 22% FY23 PM#3 24%

Gr. 4: FY21 32% FY22 46% FY23 PM#3 27%

Gr. 5: FY21 38% FY21 37% FY23 PM#3 32%

Black/AA: FY21 13% FY22 23% FY23 PM#3 33%

## 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 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 Measurable Outcomes

Student Academic Outcomes:

Our measurable goals for FY24 include:

February 24 May 24

K 80% proficient 85% proficient

1 29% proficient 34% proficient

2 34% proficient 39% proficient

### Grades 3-5 Measurable Outcomes

Student Academic Outcomes:

Our measurable goals for FY24 include:

February 24 May 24

ELA +5% +5%

Teacher Practice:

By PM#2, 70% of our teachers will effectively utilize the Double Down Model of instruction, ensuring students receive the additional support needed.

By PM#3, 95% off our teachers will effectively utilize the Double Down Model of instruction, ensuring students receive the additional support needed.

Coaches will support teachers using the Coaching Continuum

By February of 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support

By February of 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support

By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

## Monitoring

### 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 impact student achievement outcomes.

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**

Select the person responsible for monitoring this outcome.

Mejias, Claudia, [claudia.mejias@palmbeachschools.org](mailto:claudia.mejias@palmbeachschools.org)

## **Evidence-based Practices/Programs**

### **Description:**

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](http://ed.gov))

Reading Program Repository | Florida Center for Reading Research ([fcrr.org](http://fcrr.org))

Reading | Evidence For ESSA

WWC | Practice Guides ([ed.gov](http://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 in 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:**

Explain the rationale for selecting 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 evidence-based 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 will 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 sharing best practices.

**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 system to identify areas of strength/ weaknesses and determine 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 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 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 will follow the District Assessment schedule of ongoing formative assessments to track student progress 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 be data driven and focus on 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 scope and sequence.	Vargas, Luisa, luisa.vargas@palmbeachschools.org
4. Professional Development (Professional Learning/Literacy Coaching) a. Coaches, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coaches and SSCC will provide ongoing modeling, pre and post conferences, and in classroom support c. Ongoing observations from principal and assistant principal with feedback will be provided to teacher.	Mejias, Claudia, claudia.mejias@palmbeachschools.org

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

NA

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA