
Title I Comprehensive Schoolwide Plan
WEST GATE ELEMENTARY SCHOOL (0481)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our FY23 ELA iReady Winter Diagnostic shows that overall only 24% of our students in grades 3 through 5 are predicted to be proficient. -For 3rd grade, 33% of students are predicted to be proficient. -For 4th grade, 17% of students are predicted to be proficient. -For 5th grade, 22% of students are predicted to be proficient. ELA proficiency is at a historic low at West Gate Elementary.

2. List the root causes for the needs assessment statements you prioritized.

Students need extra support with foundational skills like phonological awareness, phonics, decoding, encoding. Students inconsistent attendance has a negative impact on learning. Teachers need for Professional Development around ELA best practices, dual language (Spanish) resources and strategies. Most students are English Language Learners (ELL) and have low vocabulary fluency and reading comprehension. Teachers need strategies on how to differentiate instruction, guide reading to close reading gaps, and discern between a disability or the language acquisition process. Teachers need strategies on how to communicate effectively with families about different ways they can support their children with Reading at home. Students lack real-world experiences outside of the classroom. There is a lack of fidelity and confidence in the implementation of the reading block and program.

3. Share possible solutions that address the root causes.

Differentiate instruction and use of resources (print and online) to address the needs of all students, ELLs, and SWD; this to include offering extended learning opportunities to targeted students. Provide resource staff or personnel to support students during the ELA instructional block. LLI, SPIRE/Sound Sensibles, UFLI, Flyleaf, Estrellita, and other research based programs training for teachers to provide intervention. Find creative ways to motivate students to attend school regularly and with punctuality through incentives. Host more family engagement nights (in-person) to promote parental involvement. Provide translation services to facilitate communication. Train teachers on Universal Strategies for SWD. Teachers require targeted training to teach foundational skills, purposeful lesson planning for differentiated instruction, purposeful planning and the process of language acquisition. Increase parent engagement through effective communication and training/support. On-going professional development to help teachers bridge the connection between reading and writing and data driven instruction with direct monitoring from a Reading Coach and SSCC

4. How will school strengthen the PFEP to support ELA?

Utilize agendas for daily parent/home communication. Update contact info on SIS. Parent link phone calls, SAC meeting, text messages, and flyers in parents preferred language, websites, social media and parent teacher conferences. We use these methods to strengthen/ get more support for Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making, Offering flexible meeting dates and times

- **Parent Training**

Participate actively in the in-person school events and use the ELA strategies learned through Skills for Life and Learning (SLL) and School-wide Positive Behavior Support practices. Family literacy and engagement events to promote the love of reading and parent confidence with supporting their students. Provide native language translation via Parent Liaison and/or Community Language Facilitator.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Provide more opportunities for parents to engage in school nights and events in preferred language with the support of the CLF and Parent Liaison. Find ways to communicate with parents the expectations in ELA for each grade level. Promote SLL practices learned at school. Create an open-door policy where parents feel comfortable asking questions and communicating with the teacher. Be a Welcoming and Inclusive school.

- **Students**

Students will take ownership of their learning by tracking their academic progress and setting goals, completing their home-learning, and practicing the growth mindset strategies they learn in school. Students will attend school on time and on a regular basis. They will come prepared and ready to learn. Students will have an active voice and participate in after-school activities and clubs.

- **Parents**

Participate actively in the in-person school events and use the strategies learned through SLL and SWPBS practices. Schedule conferences with teachers to check on student progress and provide support and input. Provide students with the basic supplies they need for learning. Maintain the school contact information updated.

- **Staff Training**

Provide staff training on parent engagement practices and cultural proficiency to reflect on staff ways of conducting parent-teacher conferences. SLL for families and students on having a growth mindset. New B.E.S.T Standards training with the support of a Reading Coach, understanding elementary report cards, and how to differentiate instruction to meet the needs of all students, including English Language Learners (ELLs) and students with exceptionalities (ESE). After school teacher collaboration sessions to build teachers capacity.

- **Accessibility**

Heritage language translation available for preferred language. Community Language Facilitators and parent liaison. Meetings will be open to all families with proper accommodation - Limited English Proficiency, Disabilities, Migratory Work, Homelessness

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Our FY23 iReady Math Winter Diagnostic shows that overall only 21% of our students in grades 3 through 5 are predicted to be proficient. -For 3rd grade, 17% of students are predicted to be proficient. -For 4th grade, 13% of students are predicted to be proficient. -For 5th grade, 33% of students are predicted to be proficient. Math proficiency is at a historic low at West Gate Elementary.

2. **List the root causes for the needs assessment statements you prioritized.**

Students have poor attendance and punctuality. Students lack the basic math fact fluency and foundational due to the learning gap. Teachers lack the content knowledge of the new B.E.S.T. standards. Teachers lack differentiation strategies to scaffold math instruction. Parents lack of consistent support at home with math lessons. Lack of consistent classroom support by additional staff.

3. Share possible solutions that address the root causes.

Provide extra support with human capital, resource teachers, tutors and the technology based (REFLEX and/or other computer) programs for extra practice of facts fluency. Student tutorial on weekends and after-school to remediate skills and close the learning gaps. Active participation is needed from all stakeholders and families. Contact information should be updated with the school for communication to flow both ways. Staff that is going to support teachers in understanding how to better engage with the families and in how they can work with students at home. Continue the SLL and SWPBS training embedded for them and students. Additional staff to support teachers by providing professional development, and the coaching cycle. Increase professional development opportunities for teachers to build their content knowledge capacity. Collaborative planning for teachers to plan for effective instruction and bridging activities.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Improve communication via newsletters, Parentlink, flyers, phone calls, etc. Parent liaison and CLF support to facilitate parent-teacher communication. We use these methods to strengthen/ get more support for Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making, Offering flexible meeting dates and times

- **Parent Training**

Math Games Family Night to practice math strategy/ educate around math fluency games.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Continue communicating through the agenda, robocalls, text messages, printed and digital flyers.

- **Students**

Utilize adaptive technology with fidelity and as recommended to improve math fact fluency.

- **Parents**

Participate in Math Family Games engagement night and communicate regularly with teachers to monitor student progress.

- **Staff Training**

Training on math strategies that can shared with families; Differentiating Instruction strategies to support math learning. Hands-on training. Adaptive technology and analyzing student data. Content coaching on new B.E.S.T. standards and modeling in PLC. Math instructional coach to model math stations and the use of manipulatives to build conceptual understanding of math concepts.

- **Accessibility**

Provide native language translation via CLF or parent liaison. Contact appropriate district support for more services to all parents as the needs are known. Meetings will be open to all families with proper accommodation to Limited English Proficiency, Disabilities, Migratory Work, Homelessness

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Our FY23 NGSSS Winter Diagnostic demonstrates that only 2% of our 5th graders are predicted proficient in Science.

2. **List the root causes for the needs assessment statements you prioritized.**

Students lack reading comprehension and vocabulary fluency. Students lack real-world experiences to make connections between science and the real world. Only 22% of the fifth graders are reading at grade level as demonstrated by the FY23 Winter ELA diagnostic. Students lack the reading stamina due to limited practice and support at home. More parental support and practice at home.

3. Share possible solutions that address the root causes.

Parents agreed on the allocation of funds, which will provide extra support with manipulatives and hands-on demonstrations and experiments. Use of supplemental science resources- 5th Grade will utilize Science JJ Bootcamp resources to reinforce the skills and the Next Generation Sunshine State Standards (NGSSS). Parents agreed that active participation is needed from all stakeholders. Contact information should be updated with the school for communication to flow both ways. Field trips will be part of the curriculum to provide real-life experiences and support classroom instruction. Providing enrichment opportunities for students through SECME and/or Science Club. Integrate STEAM (Science Technology Engineering Arts Math) concepts into Fine Arts instruction. Initiate a STEAM Laboratory to support science instruction. Possibly on the "wheel". Math/Science Coach or Resource to support teachers by providing professional development, and the coaching cycle. Tutorial sessions to remediate skills. Integrate science concepts in fine arts and ELA/Social Studies literature via Reading A-Z and Science A-Z. Use of interactive science resources- Improve student science vocabulary via interactive resources such as 'Flocabulary' and 'Nearpod'.

4. How will school strengthen the PFEP to support Science?

- Communication

Through the use of the Agenda to improve two way communication. Parentlink Parent-Teacher Conferences PTO Flyers Newsletter SAC meeting Website

- Parent Training

Host a school-wide Science Fair to promote engagement of parents and students in the science content. S.T.E.A.M. Family Night on strategies to integrate Science, Technology, Engineering, Arts, and Mathematics, especially with subgroups.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Continue communicating through the agenda, robocalls, text messages, printed and digital flyers, and Parent Newsletter.

- **Students**

Complete home-practice packets and use the adaptive technology tools available. Attend school on a regular and consistent basis; ready to learn.

- **Parents**

Participate actively and regularly in school sponsored family nights like the Science Fair and STEAM Night.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families through parent teacher conferences. Professional development to implement hands-on science activities for families. Professional development on interactive science notebooks.

- **Accessibility**

Heritage language translation via CLF or teacher or parent liaison and continued collaboration with district and community support staff. Meetings will be organized and opened to all families with proper accommodation to Limited English Proficiency, Disabilities, Migratory Work, Homelessness

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$248,861.11

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Resource teacher - 10093674	1	\$16.00	7	6.5	1	Original	\$728.00

Acct Description	Description							
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Resource teacher - 10063442	1	\$16.00	7	6.5	1	Original	\$728.00
	Resource teacher - 10094495	1	\$16.00	7	6.5	1	Original	\$728.00
Resource Teacher	Provide grades K-2 (L25) ELA students with push-in instruction and remediation in small group setting							
Resource Teacher	Support grades 3-5 (L25) students with push-in instruction in small group setting and act as teacher lead to share best practice.							
Resource Teacher	Provide grades 3-5 (lowest 25) math students with push-in instruction and remediation in a small group setting							
Supplies	Item	Quantity	Rate	Supply Type		Type	Total	
	Ergoguys Califone headphone	50	\$17.05	Technology		Original	\$852.50	
	Composition Notebooks-4 pack	100	\$5.35	General Supplies		Original	\$535.00	
	Binder 1"- 12 pack	10	\$29.54	General Supplies		Original	\$295.40	
	Pencil-48 pack	200	\$3.45	General Supplies		Original	\$690.00	
	Eraser Pink-pack of 36	5	\$11.41	General Supplies		Original	\$57.05	
	Expo Markers black-box of 12	40	\$8.06	General Supplies		Original	\$322.40	
	Expo Markers color-box of 4	20	\$2.80	General Supplies		Original	\$56.00	
	Copy paper-white-box	70	\$44.61	General Supplies		Original	\$3,122.70	
	Copy paper-color-ream	50	\$4.97	General Supplies		Original	\$248.50	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Folder Twin-Pocket-pack of 25	50	\$4.50	General Supplies	Original	\$225.00
	Cardstock-ream	10	\$18.47	General Supplies	Original	\$184.70
	Paper Easel Pad-Pack of 4	7	\$61.57	General Supplies	Original	\$430.99
	Marker Flip Chart-pack of 4	50	\$4.81	General Supplies	Original	\$240.50
	Paper Clips-pack of 10	10	\$5.24	General Supplies	Original	\$52.40
	Index Card-Pack of 100	100	\$0.45	General Supplies	Original	\$45.00
	Post-it Notes-Pack of 12	100	\$3.33	General Supplies	Original	\$333.00
	Scissors- pack of 12	10	\$21.15	General Supplies	Original	\$211.50
	Crayola Crayons- pack of 8	196	\$3.49	General Supplies	Original	\$684.04
	Sharpie Tank Highlighter-box of 12	30	\$4.50	General Supplies	Original	\$135.00
	File Folders-Manila-Box of 100	10	\$7.09	General Supplies	Original	\$70.90
	Sharpie Permanent Marker-Pack of 5	50	\$5.19	General Supplies	Original	\$259.50
	Shipping	1	\$1.03	General Supplies	Original	\$1.03

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **\$42,808.74**

Acct Description	Description									
Parent Liaison - Para Level	Support the K-5 families through trainings, effective communication, and translation.									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Staff support during parent trainings in the PFEP	10	\$25.00	3	2	1	Certified	Original	\$1,500.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Refreshment for parent trainings	3	\$100.00	Program Supplies			Original	\$300.00		
	Cardstock ODP-ream	25	\$9.99	General Supplies			Original	\$249.75		
	File Folders-pack of 25	10	\$15.64	General Supplies			Original	\$156.40		
	Pen-box of 36	6	\$21.27	General Supplies			Original	\$127.62		
	Kinder Round-Up - Student Literacy Books	100	\$10.00	Classroom Libraries			Original	\$1,000.00		
	Copy Paper- box	17	\$44.61	General Supplies			Original	\$758.37		
	Ink Toner-4 color	1	\$850.00	Technology			Original	\$850.00		
	Manila Folders-box of 100	10	\$7.09	General Supplies			Original	\$70.90		
	Copy Paper-color-ream	50	\$4.97	General Supplies			Original	\$248.50		
	Envelopes-box	4	\$24.30	General Supplies			Original	\$97.20		

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **\$130,241.15**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5/ ELA, math and science; Purpose: Plan for instruction - September- May	25	\$25.00	1	1	25	Certified	Original	\$15,625.00
Travel out-of-county	Item	Quantity	Rate	Type	Total				
	Marzano Building Expertise Conference/June 2024/Orlando; Purpose: To build leadership, capacity and expertise in the field of academies and Instruction; Registration- \$1000; Transportation - \$200; Lodging- \$800; Per Diem - \$108; Number of Attendees - 1	1	\$2,108.00	Original	\$2,108.00				
	Model Schools/ June 2024/ Orlando; Purpose: To learn best instructional practices in core areas; Registration - \$1000; Transportation - \$200; Lodging - \$800; Per Diem - \$108; Number of Attendees - 1	1	\$2,108.00	Original	\$2,108.00				
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	Dividers trans write on, 5 stab	70	\$1.51	General Supplies	Original	\$105.70			
	Clipboards - PACK OF 12	10	\$12.86	General Supplies	Original	\$128.60			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper Easel Pad, pack of 4	30	\$61.57	General Supplies	Original	\$1,847.10
	Sharpie Tank Highlighter, box of 12	70	\$4.50	General Supplies	Original	\$315.00
	Marker Flip Chart	70	\$4.81	General Supplies	Original	\$336.70
	Notes Post-It, pack of 24	10	\$18.10	General Supplies	Original	\$181.00
	PD Resources Books-to focus on SLL, Books Study during PDD or Collaborative	80	\$30.00	Program Supplies	Original	\$2,400.00
	Copy paper-white, box	10	\$44.61	General Supplies	Original	\$446.10
	Binder 2"- pack of 6	10	\$16.91	General Supplies	Original	\$169.10
	Staples	20	\$0.60	General Supplies	Original	\$12.00
	Stapler	10	\$2.68	General Supplies	Original	\$26.80
	File Folder - pack of 25	10	\$15.64	General Supplies	Original	\$156.40
	Pen box	5	\$23.56	General Supplies	Original	\$117.80

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="457 167 1241 224">Item</th> <th data-bbox="1251 167 1398 224">Quantity</th> <th data-bbox="1398 167 1535 224">Rate</th> <th data-bbox="1535 167 1770 224">Supply Type</th> <th data-bbox="1770 167 1900 224">Type</th> <th data-bbox="1900 167 2022 224">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total	10	\$8.06	General Supplies	Original	\$80.60
Item	Quantity	Rate	Supply Type	Type	Total							
	25	\$13.39	General Supplies	Original	\$334.75							
	2	\$560.00	Technology	Original	\$1,120.00							
	20	\$2.80	General Supplies	Original	\$56.00							
	10	\$10.55	General Supplies	Original	\$105.50							

 Single School Culture Coordinator Provide support systems for academics, behavior and climate/culture to support K-5 teachers in all subjects (data analysis, delivery of standards-based instruction and PLC) || Travel out-of-state | | Item | Quantity | Rate | Type | Total | |------|----------|------|------|-------| |------|----------|------|------|-------| | 1 | \$2,300.00 | Original | \$2,300.00 |
| | 1 | \$7,500.00 | Original | \$7,500.00 |

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	students in a global society; Registration- \$850; Transportation - \$600; Lodging - \$800; Per Diem - \$250; Number of Attendees - 3				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

We are committed to involving all parents to actively participate as shared decision-makers regarding their child's academic and social achievements by implementing the Title I school and home programs, communicating goals, creating a welcoming environment, and establishing the school as the center of the community.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Claudia Mejias	Principal
Susan Heckman	Resource Teacher
Luisa Vargas	Learning Team Facilitator
Jasmine Thomas	Behavior Mental Health Professional
Solymer Figueroa	Assistant Principal
Mirna Bustillo	Parent
Lucia Bustillo	Parent
Rosalinda Perez	Parent
Veronica Isidro	Parent
Maria Espino	ESOL School Counselor
Mayela Alba	Parent
Marleni Lopez	Parent
Ivonne Pimentel	ESOL / Volunteer Coordinator
Charlene Edwards	Single School Culture Coordinator

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited to all school meetings and trainings and we have open invitation to parents and teachers the week prior to the meeting or event - flyer, google meet invite, phone call, google classroom invite, hard copy. The school leadership will decide staff to attend the SAC meetings. West Gate Elementary follows district and state guidelines on the holding of SAC meetings including the voting members and approval of minutes of meetings.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholder Meeting was held in the Spring. Data and barriers, CNA, SWP, PFEP were discussed. All stakeholders' feedback were recorded in the templates. Academic priorities and funding to support the programs were decided on with input from stakeholders. CNA evidence for all steps were submitted to the district for compliance purposes. Future parent consultation with parent will happen in the following: Annual Title I Meeting (September 27) Faculty Meetings SAC meetings every third Wednesday of the month 8:30 a.m. Literacy night - (November) 5:30 PM Math Night - (February) 5:30 PM STEAM Night (April) 5:30pm Parent Involvement Development Plan meeting (May 15th) We draft the plan at the end of each year and revisit during our SAC meetings the following year Members participated in Team Meetings, SAC, PLC, School Wide Positive Behavior Support, SEL, and PTO meetings

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

A draft was presented and stakeholders provide input during meetings, evaluations and survey forms will be collected. SAC and PTO meetings will be recorded, questions and answers sessions. It was decided to fund parent engagement supplies for parent training, refreshment for parent trainings, staff support (salary) during parent trainings, and parent liaison position salary. See CNA recording template for more feedback provided by stakeholders.

Name	Title
Claudia Mejias	Principal
Solymer Figueroa	Assistant Principal
Luisa Vargas	Learning Team Facilitator
Sean Sanborn	Parent
Adnelis Vega	Parent Liaison
Mirtha Walsh	Admin Assistant
Charlene Edwards	SSCC

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Title I Annual Parent Meeting is scheduled for Wednesday, September 27, 2023, at 5:30 PM in Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Open invitation to parents and teachers the week prior to the meeting or event - flyer, phone call, school website, google classroom stream, and parent link notification.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Resources from Title I SharePoint site such as: Invitation Agenda Parent -School Compact West Gate SWP Title I funds summary PowerPoint Presentation Sign-in Handouts Computer Paper Pens

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Data Analysis for Effective Data Chats & Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

Parent engagement practices and cultural proficiency to reflect on staff ways of conducting parent-teacher conferences, after analyzing their data to set individual goals for each student.

- What is the expected impact of this training on family engagement?

Parents will clearly understand their child's current level of reading and what are the next steps to assist in reaching their instructional target/goal.

- What will teachers submit as evidence of implementation?

Parent teacher conferences notes, and data chats participation evidence.

- Month of Training

September 2023

- Responsible Person(s)

Dr. Edwards/Vargas/Figueroa

2. Reflection/Evaluation of Training #1

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Content Coaching on B.E.S.T Standards for Best Practices

- What specific strategy, skill or program will staff learn to implement with families?

Staff will plan and deliver their instruction based on standards, and share the best practices used in school, and available at home (families).

- What is the expected impact of this training on family engagement?

The expected impact of this training is to increase positive interactions between a teacher and a parent. The training will also increase content based conversation at home.

- What will teachers submit as evidence of implementation?

Benchmark content prompt questions to promote family support.

- Month of Training

February 2024

- Responsible Person(s)

Dr. Edwards, Figueroa, Vargas

4. Reflection/Evaluation of Training #2

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home parents will learn specific literacy strategies to assist their children at home in improving and increasing their reading skills.

- Describe the interactive hands-on component of the training.

Intentional designed literacy stations will model shared reading, read-aloud, questioning strategies, vocabulary, and oral language development.

- What is the expected impact of this training on student achievement?

Increase in parent involvement in students' academic success and literacy development.

- **Date of Training**

January 2024

- **Responsible Person(s)**

SSCC, LTF, and Family Engagement Committee

- **Resources and Materials**

Invitations, books, educational templates, worksheets

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$100

2. Reflection/Evaluation of Training #1

- **Name of Training**

Dual Language Night

- **Number of Participants**

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Dual Language Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will learn how to use different resources to support and encourage the language acquisition.

- Describe the interactive hands-on component of the training.

The use of Adaptive technology, hands-on activities on language acquisition and cognates

- What is the expected impact of this training on student achievement?

The expected impact is an increased achievement and bridging within the dual language learners and more parent support.

- Date of Training

October 2023

- Responsible Person(s)

SSCC/Vargas/Dual Language Coach

- Resources and Materials

PPT, handouts, pens, papers and evaluations

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100

4. Reflection/Evaluation of Training #2

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- **Name of Training**

STEAM Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn how to integrate Science, Technology, Engineering, Art, and Mathematics into their daily lives to help motivate and support student learning and academic achievement.

- **Describe the interactive hands-on component of the training.**

Learning stations to support Science, Technology, Engineering, Art, and Mathematics content and real life connections

- **What is the expected impact of this training on student achievement?**

Increase students engagement, critical thinking skills and fluency.

- **Date of Training**

March 2024

- **Responsible Person(s)**

Heckman and Family Engagement Committee

- **Resources and Materials**

Invites, Science lab materials, math games, art supplies, paper

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

100

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Rotary Club Kiwanis Club Westside

- Describe how agency/organization supports families.

Rotary Club supports families by providing school supplies, toys, money, and resources to West Gate. Kiwanis provides support to families by providing school supplies, toys, food baskets, and resources to West Gate Elementary.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you letters for each organization.

- Frequency

Annually

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Multicultural Education Department

- Describe how agency/organization supports families.

The multicultural department provides professional development for our teachers in the Dual Language program. Additionally, this department provides oversight to the development of trainings of parents in Dual Language students, providing strategies, research, practices that parents may utilized to support students at home.

- Based on the description list the documentation you will provide to showcase this partnership.

Copy of Agendas, sign in sheets, and handouts/articles/activities.

- Frequency

Semi-annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

Back to Basics provides school supplies, toys, food baskets, and resources to West Gate families

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you letters.

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

About the Title I programs, meetings and other activities, invites will be sent in a timely manner through different media and in multiple languages; Information will be shared during Title I Annual Meeting, and SAC meetings; School Calendar will post activities for the month; Emails, and phone messages, post on google classroom

- List evidence that you will upload based on your description.

Parent meetings; SAC documentation; School Calendar, robocalls, Copies invitations, Screenshots of messages

- **Description**

About the curriculum and proficiency levels students, mostly it will be done during Curriculum Night and parent meetings. Parents are also required to meet with the teacher to receive the first progress report/card. The teacher will explain the report card grading system, students expected performance and answer any questions the parents may have. Conference notes will be kept for all meetings. Information will be shared during Literacy and Math nights.

- **List evidence that you will upload based on your description.**

Conference notes Screenshots of messages Invites, handouts of standards

- **Description**

We inform parent through: Annotated Calendars; SAC meetings, parent trainings, Progress charts, Parent- Teacher Conferences DOJO

- **List evidence that you will upload based on your description.**

Copies of messages Screenshots Invitations, meeting notes Agendas Sign-In sheets

- **Description**

About opportunities to participate in decision-making related to the education of their children, we do this through SAC meetings invite, emails, messages, phone calls, printed invitations (available in multiple languages), robocalls, annotated calendar, meet the teacher, Google Classroom posts

- **List evidence that you will upload based on your description.**

Copies of messages Screenshots SAC Invitations Agendas Presentations Sign-In sheets

- **Description**

In order to offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance, we set different time frames for schedules in English and Spanish. Meetings after school so parents can participate using the students' devices. For conferences, teachers will send different times/dates they are available to meet with parents.

- **List evidence that you will upload based on your description.**

Copies of messages Screenshots Invitations Agendas Sign-In sheets Meeting schedules

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

All parent communications and meetings are translated into Spanish and Creole. The Community Language Facilitators and bilingual teachers will also assist our families and other teachers. The school principal is bilingual as well. Throughout the year we will encourage families to participate in events that foment cultural awareness and heritage appreciation.

- List evidence that you will upload based on your description.

Copies of messages in different languages. CLF Log, Screenshots Invitations Agendas Sign-In sheets

- Description

Parents and students with disabilities are welcomed. The school has an accessible ramp, doors, bathrooms, and hallways. Depending on the disability, accommodations are made to ensure that they can actively participate in their child's learning. Home visit/ conferences, sign languages, are some of the supports that can be put in place to assist parents and families.

- List evidence that you will upload based on your description.

Home visit log, Pictures

- Description

Guidance counselors, teachers, and parents are informed of the services available for our migrant families. We will contact the district's Migrant Office for more support.

- List evidence that you will upload based on your description.

Parent and Staff Presentation, sample communication with district's Migrant Office

- Description

Families are identified and referred to our school homeless contact (with the help of McKinney Vento specialist). Guidance counselors, teachers, and parents are informed of the services available for families experiencing homelessness.

- List evidence that you will upload based on your description.

Communication with homeless contact and McKinney Vento specialist; Parent and Staff Presentation

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

- Brief Description

2. Activity #2

- Name of Activity

- Brief Description

3. Activity #3

- Name of Activity

- Brief Description

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

West Gate Elementary receives a Wallace Foundation grant for Social Emotional Learning. Teachers participate in ongoing Social Emotional Learning training. Students participate in "Morning Meetings" where they are explicitly taught the Social Emotional Learning standards. Additionally, resources such as the Second Step curriculum, District created lesson plans, and school-created lesson plans are made available to teachers through a collaborative learning environment. Social Emotional Learning strategies are incorporated throughout the school day and adults model these as they interact with each other. The relevance of this strategy is more pronounced since the pandemic- COVID 19. Additionally, strategies used to build students' non-academic skills include:

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary).
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's PBS Universal Guidelines to the contexts students will encounter before/during/after school.
- Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. Additionally, we have specific after-school clubs/organizations that help students develop these skills: art, music, Kiwanis kids, Safe School Ambassadors, and green club. To document implementation, West Gate Elementary will collect agendas and sign-in sheets for meetings, Professional Development sessions, and club meetings.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The ESE Contact works collaboratively with the SBT Leader who schedules and facilitates meetings. All members of the team provide data analysis and input as each case is evaluated to best meet the needs of each individual student. The ESE contact and SBT Leader participate in data collection, integrate instructional activities/materials into Tier 3 instruction, and collaborate with the general education teachers helping to identify interventions for students. School Leadership members collaborate with Administration to analyze data frequently and maintain constant communication to ensure the school educational plan is meeting the academic needs of our students. Single School Culture Coordinator works collaboratively with grade level teacher leaders to facilitate meetings during collaborative grade level planning and Professional Learning Community (PLC) meetings. Teachers analyze data and use results to plan instruction. Professional Learning Communities at West Gate Elementary meet every other week to plan appropriate instructional lessons for diverse learners based on data. Additionally, teams of teachers plan collaboratively at least once a week to ensure the rigor in the instruction is maintained. During planning, questions regarding SBT and Tier system monitoring are addressed. Covid 19 guidelines will be strictly observed during PLCs. SBT/MTSS Implementation: Core - ALL students receive standards-based instruction in a combination of whole group and small group instruction. In terms of behavior, we have our PBS (formerly SwPBS) plan which delineates appropriate behavior guidelines. We also are implementing our Skills for Learning and Life initiative, which includes morning meeting, sharing agreements, and other collective behaviors that welcome students and supports a positive school environment. Supplemental - Students who are below grade level in ELA receive supplemental interventions during Foundational Basic Skills (FBS) time. We use Fountas and Pinnell, Foundations, Benchmark, and/or Just Words to provide additional support to these students in a small group setting. In terms of behavior, we have our PBS (formerly SwPBS) plan which delineates appropriate behavior guidelines. We also are implementing our Social Emotional Learning initiative, which includes morning meeting, share agreements, and other collective behaviors that welcome students and supports a positive school environment. Finally, behavior monitoring plans are developed and implemented for those students who need additional behavior support. Intensive - Students who are significantly below grade level in ELA receive the intensive intervention. We use the Leveled Literacy Intervention (LLI) to provide support to these students in a small group setting. In terms of behavior, we used modified behavior monitoring plans and/or Functional Behavior Assessments to support students. To document implementation, West Gate Elementary will collect agendas and sign-in sheets for SBT meetings, PLC meetings, and PBS/SEL meetings.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards. • Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. • Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. To ensure all students are provided with a well-rounded education, administrators are part of the PLC/Planning sessions. They work side by side with teachers to ensure the curriculum is rigorous and instruction is standards-based in each classroom. Additionally, administrators conduct classroom observations daily. Administrators and teachers have progress monitoring documents that are updated bi-weekly and data is discussed during PLCs to determine the core instructional needs as well as additional instructional support. Students are provided with enrichment opportunities through class assignments/projects, field trips, and after-school offerings. West Gate Elementary has partnered with local agencies to provide high-quality enrichment opportunities which include field trips to the Norton Museum, Grassy Water Preserve, Science Museum, nearby city museums, and Sheriff and Fire Departments. In FY 24, students in kindergarten, first, second, and third grade will be part of the Dual Language program which focuses on the student's strengths and the transferring of skills they have already acquired in one language to build proficiency in English. The development of socio-emotional in every child is a priority. To document implementation, West Gate Elementary will collect PLC agendas and sign-in sheets, Core Action graphs to monitor our use of complex text, tasks, and talk, and a school calendar is kept with enrichment/field trip information.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Fourth and fifth Grade students receive information about Middle School Choice programs in the District and get the opportunity to set goals for their academic/career future. Middle School presentations for 5th grade students are held in November and December. Additionally, West Gate hosts an in person "Planning for the Future" parent training session for parents. Representatives from different programs are invited to provide additional information and support with the application procedures. Guidance counselors and 5th grade teachers assist our families through the process of applying to different middle school and ensuring students are prepared for the transition. Support and information is provided during parent meetings from October through January. In the primary grades, teachers incorporate activities where students learn about different careers and influential role models. Students receive rigorous instruction and application of the various academic subjects is included in the curriculum. Accelerated Math Program (AMP) in Grades 3rd, 4th and 5th is in place to ensure our students have opportunities to accelerate in the Middle and High school year courses. Additionally, teachers in grades Kindergarten through fifth use the latest technology to engage students. Each student is provided with Google Chromebook that is used to enhance instruction and prepare students with technology skills. To document implementation, West Gate Elementary will collect agendas and sign in sheets for parent meetings, and copies of the calendar showing when the different Choice programs come to present.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program at West Gate Elementary, we engage in the following kindergarten transition activities: Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, free uniforms, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education). Scheduling of a talk/meeting with preschool children's families. Distribution of a letter, flyer or informational brochure sent to families of preschool children. Holding open house for families of incoming kindergarten children. Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher. Making plans for preschool children to practice kindergarten routines, such as carrying their lunch tray. Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher. Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten. Providing home learning activities to families to help them prepare children for kindergarten entry. Hold our Kindergarten Round Up in April to inform the community about the registration procedures, how to prepare students for Kindergarten, and have a school tour for incoming students. To document implementation, West Gate Elementary will collect agendas, sign-in sheets, and handouts for the Kindergarten roundup.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- Mentoring

- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Grade levels have the opportunity to participate in our Professional Learning Community meetings to plan collaboratively with the Single School Culture Coordinator, Learning Team Facilitator and their team. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored through common assessments, Performance Matters reports, and iReady. Instruction is modified as needed based on decisions made through collaboration. During Professional Learning Communities, our Safe Schools Coordinator and/or Team Leader will facilitate collaborative planning sessions with Special Education, ESOL and General Education teacher. The focus will be on share accountability for co-planning and co-delivery of instruction as well as assessing students. Additionally, teachers will reflect on and assess their effectiveness as collaborative teachers, and discuss ways to improve effectiveness as needed. In addition to the curriculum resource teacher, the math cadre leaders will also facilitate collaborative professional development and/or planning sessions to support teachers on the planning and delivery of instruction. Kindergarten, First, Second, and Third-grade teachers will be part of the Dual Language program and will receive professional development on language acquisition, cultural competence, culturally responsive teaching, bilingualism, and biliteracy. To document implementation, West Gate Elementary will collect agendas and sign-in sheets for PLC meetings, and Professional Development sessions.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The recruiting and retention of certified and effective staff begin with a detailed screening process of candidates. We also work with our Human Resource Specialist at the District level to identify and screen potential candidates. Once candidates are screened they go through a rigorous interview process. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. When the candidate is hired, he/she is immediately paired with a veteran teacher mentor in their grade level and is entered into the Educator Support Program. Their performance is monitored and support is provided as needed. West Gate Elementary provides ongoing support to teachers in the form of mentoring and professional development programs. To document implementation, West Gate Elementary will collect agendas and sign-in sheets for Educator Support Program meetings. Each teacher develops a Professional Growth Plan which is used and monitored throughout the year to help with individual professional growth. West Gate Elementary held a Summer Institute for new teachers to provide support and tools to new teachers and teachers in the profession for less than five years.