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

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# ELA

## 1. List prioritized needs statements.

Our FY25 FAST PM2 data reflects that 18% of our students in 3rd-5th grade students are predicted to be on grade level. - In 3rd grade, 16% of students are expected to perform on grade level. - In 4th grade, 16% of students are expected to perform on grade level. - In 5th grade, 22% of students are expected to perform on grade level. Our FY25 FAST PM2 data reflects that 14% of our students in grades K-2 are predicted to perform on grade-level.

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

- Chronic student absenteeism and tardiness has a negative impact on learning. - Teachers need strategies and resources to more effectively support ELLs, differentiate instruction, bridge understanding to promote biliteracy, and identify needs for student support by differentiating between the impact of language barriers and disabilities on student learning. - Students lack foundational reading skills. - The majority of students are English Language Learners and need additional support with vocabulary, fluency, and reading comprehension. - Students lack real-world experiences outside of the classroom. - There is a lack of fidelity and confidence in the implementation of the ELA curriculum and the structured reading block. - Parents lack the knowledge and/or language to support their children at home. - There is a lack of staff available to provide instructional coaching, student-facing support, facilitate professional development, and organize academic initiatives.

## 3. Share possible solutions that address the root causes.

- Equip teachers with resources and ongoing professional development opportunities to provide effective ELA instruction to all students in whole group, small group, and intervention settings. - Provide expanded opportunities for students to receive additional ELA support outside of the core ELA block, such as through offering tutorial or interventions. - Employ staff to monitor attendance, address concerns with absenteeism or excessive tardiness, and communicate with families to encourage attendance, engage families in engagement events, and share resources with families. - Engage parents in on-campus opportunities to learn effective strategies for supporting their children with their reading development at home. - Employ instructional experts and teacher leaders to support professional development, academic initiatives, PLCs, and instructional coaching. - Employ resource teachers to support students during the ELA instructional block. - Provide teachers with opportunities to plan collaboratively. - Develop and implement a comprehensive professional development plan to support teachers' growth in planning for and delivering differentiated standards-based instruction through the use of SSCCs, Coaches, collegial planning, and conferences and trainings. - Provide opportunities for students to use hands-on experiences, practice, and remediation through instructional supplies and supplemental resources, including online resources.

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

- **Communication**

- Maintain a school-wide system for enhancing communication: - Agendas - Parent-link phones calls, emails, and text messages. - Social media. - Flyers/invitations - School website. - Conferences. Community Language Facilitators and the parent liaison will support with making all communications accessible in families' preferred language.

- **Parent Training**

- Understanding report cards. - How to support children with their reading development at home. - Literacy Night.

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

- **School**

- Maintain ongoing communication with families regarding academics and on-campus opportunities for students and parents. - Provide opportunities for parents to engage in parent engagement opportunities and events through the support of CLFs and the parent liaison. - Maintain a welcoming, inclusive environment.

- **Students**

- Maintain personal accountability for learning by committing to the following: - Be at school on time and ready to learn. - Practice reading skills at home on a daily basis (ex: read for 20 minutes daily). - Follow the expectations outlined in the Code of Conduct and the Gator Way.

- **Parents**

- Support their children with establishing and maintaining routines at home to support daily reading practice. - Schedule conferences with teachers to check in on student progress, and to provide support and input. - Actively participate in educational school events and apply learned strategies and skills for supporting reading development at home.

- **Staff Training**

- Parent engagement practices for teachers to facilitate culturally-responsive parent/teacher conferences. - Best practices for effective ELA instruction to meet the needs of all students, including English Language Learners (ELLs) and students with exceptionalities (ESE).

- **Accessibility**

- Provide flexible opportunities for parents to schedule/attend meetings. - Make heritage language assistance available to accommodate family's preferred language (Community Language Facilitators). - Connect families in need with needed resources or support (parent liaison).

## **Math**

### **1. List prioritized needs statements.**

Our FY25 FAST PM2 data reflects that 30% of our students in 3rd-5th grade students are predicted to be on grade level. - In 3rd grade, 14% of students are expected to perform on grade level. - In 4th grade, 5% of students are expected to perform on grade level. - In 5th grade, 6% of students are expected to perform on grade level. Our FY25 FAST PM2 data reflects that 11% of our students in 3rd-5th grade students are predicted to be on grade level.

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

- Students lack foundational math skills such as number sense and fact fluency. - Parents lack knowledge of effective practices to support their children with math at home. - 13 of 15 teachers in K-2 are new to teaching math. - In many dual language classrooms, math is taught in Spanish, however, students are assessed in English. - There is a lack of staff available to provide instructional coaching, student-facing support, facilitate professional development, and organize academic initiatives in math classrooms. - There is a lack of fidelity and confidence in the implementation of the math curriculum and the structured math block. - Chronic student absenteeism and tardiness has a negative impact on learning.

### 3. Share possible solutions that address the root causes.

- Equip teachers with resources and ongoing professional development opportunities to provide effective math instruction to all students in whole group, small group, and intervention settings. - Provide expanded opportunities for students to receive additional math support outside of the core math block, such as through offering tutorial or interventions. - Employ staff to monitor attendance, address concerns with absenteeism or excessive tardiness, and communicate with families to encourage attendance. - Engage parents in on-campus opportunities to learn effective strategies for supporting their children with math at home. - Employ instructional experts and teacher leaders to support professional development, academic initiatives, PLCs, and instructional coaching. - Employ resource teachers to support students during the math instructional block. - Provide teachers with opportunities to plan collaboratively.

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

#### • Communication

- Create a school-wide system for enhancing communication: - Agendas - Parent-link phones calls, emails, and text messages. - Social media. - Flyers/invitations

#### • Parent Training

- STEAM night. - How to effectively support children with math at home. - Understanding report cards.

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

#### • School

- Maintain ongoing communication with families regarding academics and on-campus opportunities for students and parents. - Provide opportunities for parents to engage in parent engagement opportunities and events through the support of CLFs and the parent liaison. - Maintain a welcoming, inclusive environment.

- **Students**

- Maintain personal accountability for learning by committing to the following: - Be at school on time and ready to learn. - Practice math skills at home on a daily basis (ex: practice math fact fluency). - Follow the expectations outlined in the Code of Conduct and the Gator Way.

- **Parents**

- Support their children with establishing and maintaining routines at home to support daily math practice. - Schedule conferences with teachers to check in on student progress, and to provide support and input. - Actively participate in educational school events (ex: STEAM night) and apply learned strategies and skills for supporting the development of math skills at home.

- **Staff Training**

- How to effectively teach an Accelerated Mathematics Plan (AMP) class. - How to facilitate data-driven parent/teacher conferences. - Coach-led modeling of the full math block.

- **Accessibility**

- Provide flexible opportunities for parents to schedule/attend meetings. - Make heritage language assistance available to accommodate family's preferred language (Community Language Facilitators). - Connect families in need with needed resources or support (parent liaison).

## **Science**

### **1. List prioritized needs statements.**

FY25 CP3 data shows that 36% of our students in 5th grade are predicted to perform on grade-level in science.

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

- Students lack background knowledge and vocabulary needed to understand science concepts. - There is a lack of science materials and resources available for teachers to use for differentiated instruction and enrichment (experimentation). - The majority of students are English Language Learners and face difficulties with the text-rich science curriculum. - Chronic student absenteeism and tardiness has a negative impact on learning.

**3. Share possible solutions that address the root causes.**

- Equip teachers with resources and ongoing professional development opportunities to provide effective science instruction to all students in whole group, small group, and intervention settings. - Provide expanded opportunities for students to receive additional science support outside of the core science block, such as through offering tutorial or interventions. - Employ staff to monitor attendance, address concerns with absenteeism or excessive tardiness, and communicate with families to encourage attendance. - Engage parents in on-campus opportunities to learn effective strategies for supporting their children with their understanding of science concepts at home. - Employ instructional experts and teacher leaders to support professional development, academic initiatives, PLCs, and instructional coaching. - Provide teachers with opportunities to plan collaboratively. - Employ resource teachers to support students during the science instructional block.

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

• **Communication**

- Create a school-wide system for enhancing communication: - Agendas - Parent-link phones calls, emails, and text messages. - Social media. - Flyers/invitations

• **Parent Training**

- How to introduce children to fundamental science concepts at home. - STEAM night.

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

- **School**

- Maintain ongoing communication with families regarding academics and on-campus opportunities for students and parents. - Provide opportunities for parents to engage in parent engagement opportunities and events through the support of CLFs and the parent liaison. - Maintain a welcoming, inclusive environment.

- **Students**

- Maintain personal accountability for learning by committing to the following: - Be at school on time and ready to learn. - Practice science skills at home on a daily basis (ex: seek out experiences to build background knowledge or study science concepts). - Follow the expectations outlined in the Code of Conduct and the Gator Way.

- **Parents**

- Support their children with establishing and maintaining routines at home to support daily science practice. - Schedule conferences with teachers to check in on student progress, and to provide support and input. - Actively participate in educational school events (STEAM) and apply learned strategies and skills for supporting the understanding of science concepts at home.

- **Staff Training**

- How to facilitate effective rotations during the science block. - How to integrate project-based learning into the science block (experimentation). - How to integrate science learning across other subject areas (cross-curricular connections).

- **Accessibility**

- Provide flexible opportunities for parents to schedule/attend meetings. - Make heritage language assistance available to accommodate family's preferred language (Community Language Facilitators). - Connect families in need with needed resources or support (parent liaison).

## **Action Step: Classroom Instruction**

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

Budget Total: \$250,718.88

Acct Description	Description																																			
Resource Teacher	(Amend 32) The K-5 Resource Teacher will provide targeted support to the lowest quartile (L25) students in reading and math through push-in and pull-out models.																																			
Resource Teacher	The Resource Teacher will support K-5 students in the lowest quartile (L25) with small group, differentiated instruction in ELA and/or Math through a push in/pull out model.																																			
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="413 605 951 683">Item</th> <th data-bbox="959 605 1100 683">Quantity</th> <th data-bbox="1108 605 1220 683">Rate</th> <th data-bbox="1228 605 1318 683">Days</th> <th data-bbox="1327 605 1430 683">Hours</th> <th data-bbox="1438 605 1556 683">Weeks</th> <th data-bbox="1564 605 1705 683">Certified</th> <th data-bbox="1713 605 1892 683">Type</th> <th data-bbox="1900 605 2022 683">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 690 951 924">Certified Teachers will remediate Math/ELA/Science concepts for students performing in the lowest quartile in grades 3-5. Will begin in November. Afterschool.</td> <td data-bbox="959 690 1100 924">15</td> <td data-bbox="1108 690 1220 924">\$37.00</td> <td data-bbox="1228 690 1318 924">2</td> <td data-bbox="1327 690 1430 924">1.25</td> <td data-bbox="1438 690 1556 924">15</td> <td data-bbox="1564 690 1705 924">Certified</td> <td data-bbox="1713 690 1892 924">Original</td> <td data-bbox="1900 690 2022 924">\$20,813.00</td> </tr> <tr> <td data-bbox="413 930 951 1079">Amend #32/BT 518929- K-5 ELA/Math/Science Spring Break Tutorial</td> <td data-bbox="959 930 1100 1079">5</td> <td data-bbox="1108 930 1220 1079">\$37.00</td> <td data-bbox="1228 930 1318 1079">4</td> <td data-bbox="1327 930 1430 1079">5</td> <td data-bbox="1438 930 1556 1079">1</td> <td data-bbox="1564 930 1705 1079">Certified</td> <td data-bbox="1713 930 1892 1079">Amendment</td> <td data-bbox="1900 930 2022 1079">\$3,700.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers will remediate Math/ELA/Science concepts for students performing in the lowest quartile in grades 3-5. Will begin in November. Afterschool.	15	\$37.00	2	1.25	15	Certified	Original	\$20,813.00	Amend #32/BT 518929- K-5 ELA/Math/Science Spring Break Tutorial	5	\$37.00	4	5	1	Certified	Amendment	\$3,700.00
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="413 1102 1178 1180">Item</th> <th data-bbox="1186 1102 1318 1180">Quantity</th> <th data-bbox="1327 1102 1488 1180">Rate</th> <th data-bbox="1497 1102 1705 1180">Supply Type</th> <th data-bbox="1713 1102 1892 1180">Type</th> <th data-bbox="1900 1102 2022 1180">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 1187 1178 1300">Paper: Copy Paper, Post-it Notes, Post-it Anchor Charts, Cardstock, Color Paper, Chart Paper</td> <td data-bbox="1186 1187 1318 1300">1</td> <td data-bbox="1327 1187 1488 1300">\$5,548.70</td> <td data-bbox="1497 1187 1705 1300">General Supplies</td> <td data-bbox="1713 1187 1892 1300">Original</td> <td data-bbox="1900 1187 2022 1300">\$5,548.70</td> </tr> <tr> <td data-bbox="413 1307 1178 1524">General Supplies: Markers, Paper Clips, Rubberbands, Blue Painters Tape, Tape, Pre-Sharpended Pencils, Staplers, Staples, student white boards, crayons, glue sticks, binders, index cards, dividers, highlighters, pencil pouches</td> <td data-bbox="1186 1307 1318 1524">1</td> <td data-bbox="1327 1307 1488 1524">\$6,772.96</td> <td data-bbox="1497 1307 1705 1524">General Supplies</td> <td data-bbox="1713 1307 1892 1524">Original</td> <td data-bbox="1900 1307 2022 1524">\$6,772.96</td> </tr> </tbody> </table>									Item	Quantity	Rate	Supply Type	Type	Total	Paper: Copy Paper, Post-it Notes, Post-it Anchor Charts, Cardstock, Color Paper, Chart Paper	1	\$5,548.70	General Supplies	Original	\$5,548.70	General Supplies: Markers, Paper Clips, Rubberbands, Blue Painters Tape, Tape, Pre-Sharpended Pencils, Staplers, Staples, student white boards, crayons, glue sticks, binders, index cards, dividers, highlighters, pencil pouches	1	\$6,772.96	General Supplies	Original	\$6,772.96									
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Acct Description	Description						
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Electric Sharpeners	3	\$30.69	General Supplies	Original	\$92.07	
	Pocket Charts	50	\$29.01	Instructional Materials	Original	\$1,450.50	
	Ink (Magenta, Cyan, Yellow, Black) for Classroom Printers	1	\$1,475.00	Technology	Original	\$1,475.00	
	Sentence Strips	100	\$3.89	Instructional Materials	Original	\$389.00	
	Fly Leaf Decodables	10	\$162.00	Instructional Materials	Original	\$1,620.00	
	Crates for Housing Student Portfolios	45	\$39.99	General Supplies	Original	\$1,799.55	
	Adjustment - benefits credit and final allocation	1	\$5,214.00	General Supplies	Other	\$5,214.00	
	BT 517031- Reduced the Adjustment - benefits credit and final allocation to cover the Chromebooks cost increase	-1	\$506.40	General Supplies	Budget Transfer	-\$506.40	
	Amend #29/BT 518929- Increase quantity of items already listed on the SWP	1	\$6,990.00	General Supplies	Amendment	\$6,990.00	
Online subscription	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Reflex - Math. Reflex Math will be used by students in grades 2nd - 5th to develop math fact fluency.			1	\$3,295.00	Original	\$3,295.00

<b>Acct Description</b>	<b>Description</b>				
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	iReady Toolbox - Reading. ELA, 2nd-5th. Provide students with intervention and remediation support in English Language Arts/Phonics (500 students)	1	\$3,468.00	Original	\$3,468.00
	Top Score - ELA, 3rd-5th. To develop student writing skills (380 students)	1	\$8,425.00	Original	\$8,425.00
	IXL - 5th grade. Adaptive technology to develop student fluency and comprehension of math and science standards (125 students)	1	\$2,250.00	Original	\$2,250.00
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Power Adapters for Chromebook. To mitigate learning loss for students whose devices are not charged.	170	\$31.00	Original	\$5,270.00
	Headphones. For use with Online Subscriptions.	150	\$10.29	Original	\$1,543.50

## 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: \$48,731.42**

<b>Acct Description</b>	<b>Description</b>
Parent Liaison - Para Level	The Parent Liaison will support families through trainings, effective communication, and translation, Grades 5.

Acct Description	Description						
Postage	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Postage/Stamps for Title I Annual Meeting, Stakeholder Meeting, Parent Newsletter, PFEP Training invitations			308	\$0.73	Original	\$224.84
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	General Supplies: Copy Paper, Color Paper, Envelopes, Pens		1	\$1,511.12	General Supplies	Original	\$1,511.12
	Nicky Folders (1000) and Shipping		1	\$1,700.06	General Supplies	Original	\$1,700.06
	Ink (black, cyan, magenta, yellow)		1	\$295.00	Technology	Original	\$295.00
	Agendas/Planners (900) and Shipping		1	\$3,177.00	General Supplies	Original	\$3,177.00
Computer HW; cap	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Dell Latitude laptops 3345 - 14 will be used by parent liaison to provide parents with trainings, support, and guidance on use of SIS, Instructional Adaptive Technology. The laptops will be housed in the Parent Resource Room and not issued to employees or students.			3	\$1,050.00	Original	\$3,150.00
	BT 517031- Allocated additional funds to cover the Chromebooks cost increase			1	\$506.40	Budget Transfer	\$506.40

## Action Step: Professional Learning

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

**Budget Total: \$122,519.45**

<b>Acct Description</b>	<b>Description</b>									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Copy Paper, File Folders	1	\$173.45	General Supplies			Original	\$173.45		
	Ink (Black, Magenta, Cyan, Yellow)	1	\$295.00	General Supplies			Original	\$295.00		
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Beginning in September and continuing throughout the school year, Certified Teachers in grades K-5 will analyze data, share best practices, and plan instruction based on data.	25	\$25.00	1	1	16	Certified	Original	\$10,000.00	
Webinar /PL with Purchase	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	One participant to attend the Lit Con National K-8 Literacy Virtual Conference Date TBD-Jan/Feb 2026. This conference will cover sharing best practices, enhance skills and mobilize efforts to help struggling readers.. Registration \$755					1	\$755.00	Original	\$755.00	
Single School Culture Coordinator	The Single School Culture Coordinator will provide support systems for academics, behavior, and climate/culture to support Grade 3-5 teachers in all subjects (data analysis, delivery of standards-based instruction and PLC).									

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="453 165 1449 246">Item</th> <th data-bbox="1457 165 1604 246">Quantity</th> <th data-bbox="1604 165 1772 246">Rate</th> <th data-bbox="1772 165 1902 246">Type</th> <th data-bbox="1902 165 2022 246">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Four staff will attend the Marzano Building Expertise Conference in Orlando, FL, in June 2026 to build leadership, capacity and expertise in the field of academics and instruction. Registration \$1000; Transp. \$200; Lodging \$1000; Per Diem \$108. Total person \$2,308.	4	\$2,308.00	Original	\$9,232.00						
Single School Culture Coordinator	The Single School Culture Coordinator will provide support systems for academics, behavior, and climate/culture to support K-2 teachers in all subjects (data analysis, delivery of standards-based instruction and PLC).									

## Mission Statement

### 1. Mission Statement

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

## Involvement of Stakeholders

<b>Name</b>	<b>Title</b>
Claudia Mejias	Principal
Susan Heckman	Resource Teacher
Luisa Vargas	Single School Culture Coordinator
An'thawney McDowell	Behavior Mental Health Professional
Abbey Peterman	Assistant Principal
Mirna Bustillo	Parent
Clara Visconti	Resource Teacher
Rosalinda Perez	Parent
Veronica Isidro	Parent
Maria Espino	ESOL School Counselor
Michelle Posner	School Counselor
Gladys Velez	Resource Teacher
Ivonne Pimentel	ESOL / Volunteer Coordinator
Natalie Saint Victor	Single School Culture Coordinator

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

All parents are actively invited to all school meetings and trainings, and open invitations are sent out to parents and teachers the week prior to the meeting or event via Parent Link messages and copies of the flyers. The school leadership team decides which staff members will 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.**

The CNA stakeholder meeting was held in the spring. All West Gate families received invitations to attend and were encouraged to provide feedback and share perspectives. Stakeholder input directly influences both academic priorities and the use of the budget to target academic priorities. CNA evidences for all steps were submitted to the district for compliance purposes. Ongoing opportunities for stakeholder feedback and input will be provided. Such opportunities include: - Annual Title I Meeting (September 25) - Faculty Meetings - SAC meetings every third Wednesday of the month 8:30 a.m. - Literacy Night - (January) 5:30 PM - Dual Language Night - (October) 5:30 PM - STEAM Night (March) 5:30 PM - Parent Involvement Development Plan meeting (May) - Team Meetings, PLCs, School Wide Positive Behavior Support Meetings, and PTO meetings - CNA Leadership Meeting - CNA Staff Meeting - CNA Stakeholders Meeting

**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 provided input during meetings; evaluations and survey forms were collected, and feedback was analyzed. SAC and PTO meetings will be recorded, including question and answer sessions. See CNA recording templates for specific feedback provided by stakeholders.

Name	Title
Claudia Mejias	Principal
Abbey Peterman	Assistant Principal
Leah James Moncada	Parent
Adnelis Vega	Parent Liaison
Mirtha Walsh	Admin Assistant
Luisa Vargas	SSCC
Ivonne Pimentel	ESOL Coordinator
Natalie Saint Victor	SSCC

## Annual Parent Meeting

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

The Annual Parent Meeting will be held on September 9th, 2025, from 5:30 - 6:30 PM. The Annual Parent Meeting will be held in the 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.).

All stakeholders will be notified of the Annual Parent Meeting. Flyers/invitations will be sent home to families, email communications will be sent out to staff, and ParentLink messages will be distributed.

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

- Title 1 Annual Meeting Presentation - Invitations

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

SBT Processes and Students' Progress Monitoring

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

The teachers will learn best practices for implementing the progress monitoring process through MTSS and how to effectively share this information with families.

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

Parents will clearly understand their child's academic progress and the level of support provided at school.

• What will teachers submit as evidence of implementation?

SBT agendas and samples of Response to Intervention logs.

• Month of Training

September

- Responsible Person(s)

Abbey Peterman, Luisa Vargas, and Natalie Saint Victor.

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Analysis for Effective Data Chats and Parent Conferences

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

Staff will learn how to analyze data and how to develop student goals and then share this information in parent-teacher conferences.

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

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

- What will teachers submit as evidence of implementation?

Parent-teacher conference notes and data chats participation evidence.

- Month of Training

January

- Responsible Person(s)

Abbey Peterman, Luisa Vargas, and Natalie Saint Victor.

## Parent Trainings

## 1. Parent and Family Capacity Building Training #1

- Name of Training

Cross-Curricular Family Night #1

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

Parents and families will learn how to use different resources to support their children's language acquisition, as well as their progress across subjects: reading, science, and math specific to student learning across curriculums in Trimester 1.

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

Parents will engage in activities that are aligned to the current critical content taught across subject areas. Parents will learn strategies to support students in all aspects of their learning by engaging in hands-on STEM activities and literacy-learning centers.

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

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

- Date of Training

10/01/2025

- Responsible Person(s)

Luisa Vargas, Gladys Velez, Abbey Peterman, Susan Heckman, Clara Visconti, Natalie Saint Victor

- Resources and Materials

Invitations, handouts, and evaluations.

- Amount (e.g. \$10.00)

N/A

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Cross-Curricular Family Night #2

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

Parents and families will learn how to use different resources to support their children's language acquisition, as well as their progress across subjects: reading, science, and math specific to student learning across curriculums in Trimester 2.

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

Parents will engage in activities that are aligned to the current critical content taught across subject areas. Parents will learn strategies to support students in all aspects of their learning by engaging in hands-on STEM activities and literacy-learning centers.

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

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

- Date of Training

01/22/2026

- Responsible Person(s)

Abbey Peterman, Luisa Vargas, Gladys Velez, Clara Visconti, Susan Heckman, Natalie Saint Victor

- **Resources and Materials**

Invitations, handouts, and evaluations.

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

N/A

### 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Cross-Curricular Family Night #3

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

Parents and families will learn how to use different resources to support their children's language acquisition, as well as their progress across subjects: reading, science, and math specific to student learning across curriculums in Trimester 3.

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

Parents will engage in activities that are aligned to the current critical content taught across subject areas. Parents will learn strategies to support students in all aspects of their learning by engaging in hands-on STEM activities and literacy-learning centers.

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

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

- **Date of Training**

03/12/2026

- **Responsible Person(s)**

Natalie Saint Victor, Susan Heckman, Abbey Peterman, Clara Visconti, Gladys Velez, Luisa Vargas

- **Resources and Materials**

Invitations, handouts, and evaluations.

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

N/A

## **Coordination and Integration**

### **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

- **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, pictures demonstrating support, and communications to staff/families.

- 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 support our families by collaborating with the Welcome Center to support families with student registration, immunizations via the immunization van, food bank locations, and other needed resources and agencies.

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

Agenda, sign-in sheets, and handouts.

- Frequency

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 for each organization, pictures demonstrating support, and communications to staff/families.

- Frequency

Annually

## Communication

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

Invites and communications regarding Title I programs, meetings, and other activities will be sent in a timely manner through different media and in multiple languages. Information will be shared during the Title I Annual Meeting and SAC meetings. The school calendar will post activities for the month. As well, ParentLink emails, phone messages, and ClassDojo will be utilized.

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

ClassDojo messages, Parent Link messages, and invitations.

- **Description**

Curriculum and proficiency levels will be shared during parent meetings and Curriculum Night. Parents will be invited via class Dojo, Parent link, and/or a flyer sent home. 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 and expectations for student performance, and answer any questions the parents may have. Conference notes will be kept for all meetings. Information will be shared during Parent Engagement Nights.

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

Conference notes, Invites, and/or handouts.

- **Description**

Annotated calendars are sent home on a monthly basis with the students. Additional information regarding academic assessments and State academic standards will be shared during SAC meetings, parent trainings, and parent-teacher conferences. Parents will receive notification of relevant invites and information via Class DOJO, Parent Link, and/or flyers sent home.

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

Curriculum Night Invitation, List of Parent Link Records - Assessments & Reports, Email to teachers regarding sending home information.

- **Description**

Parents will be informed of opportunities to participate in decision-making related to the education of their children via SAC meeting invitations, emails, messages, phone calls, and printed invitations (available in multiple languages).

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

Parent Link messages, SAC Invitations, Agendas, Sign-In sheets

- **Description**

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 have the option of being held 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, including virtual or phone call meetings

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

Sign-In sheets, parent conference log (1051s), comments log.

## **Accessibility**

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 Haitian Creole. The Community Language Facilitators (CLFs), school principal, and bilingual teachers will also assist with maintaining communication between the school and families. Throughout the year we will encourage families to participate in events that foster cultural awareness and heritage appreciation.

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

Messages in different languages, translated Compact, translated invitations.

- **Description**

Parents and students with disabilities are welcomed and accommodated. The school has an accessible ramp, doors, bathrooms, and hallways. Accommodations are made to ensure that students and families may actively participate in their child's learning. Accessible parking, braille, and American Sign Language are accommodations that may be provided when needed.

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

Picture evidence of handicapped parking, accessible elevator, and accessible bathrooms.

- **Description**

The Guidance Counselors and Parent Liaison inform our families of the services available at the Migrant Department. These services include home visits, distribution of uniforms, school supplies, etc.

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

Parent and Staff Presentation during the Title I Annual Meeting, migrant brochure, SIS migrant report.

- **Description**

Families are identified and referred to our school homeless contact (with the help of the 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.**

Parent and Staff Presentation during the Title I Annual Meeting, a completed Student Housing Questionnaire, and SBT meeting documentation for a McKinney-Vento student.

## **Other 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

## 1. Building Students' Non-Academic Skills

West Gate Elementary has been awarded a Wallace Foundation grant to support Skills for Life and Learning (SLL). Teachers engage in ongoing professional learning, while students participate in daily "Morning Meetings" where SLL standards are explicitly taught. To strengthen instruction, teachers have access to resources such as the Second Step curriculum, district-developed lesson plans, and school-created materials in a collaborative learning environment. SLL strategies are intentionally integrated throughout the school day, with adults modeling them in daily interactions. The importance of these efforts has become even more significant in the wake of the COVID-19 pandemic. Strategies to Build Students' Non-Academic Skills - Provide professional development on SLL (learning strategies, social skills, and self-management) and its role in fostering a positive, caring, and supportive school community. Training includes examples of both core supports (classroom guidance) and supplemental supports (solution-focused small group counseling). - Develop and implement a differentiated counseling framework that includes:

- Character education curriculum delivered schoolwide
- Data-driven small group counseling for targeted needs
- Intensive supports such as brief individual counseling and referrals to school-based or community resources

- Promote a college-going culture using the Eight Components of College and Career Readiness: aspirations, academic planning, enrichment/extracurricular engagement, exploration and selection, assessments, affordability planning, admissions, and transitions. - Teach and reinforce Positive Behavior Support (PBS) Universal Guidelines across all school contexts (before, during, and after school). - Ensure adults across campus communicate clear expectations for positive interpersonal interaction and establish processes for reporting bullying, harassment, dating violence, and civil rights violations. - Involve non-instructional staff (office staff, bus drivers, cafeteria personnel, after-school staff) in modeling interpersonal expectations and equip them with protocols for reporting violations. - Provide staff development on strategies for addressing disrespectful comments and effectively correcting misbehavior at both classroom and administrative levels. - Create systems for assessing and monitoring school safety and respect, and use findings to guide ongoing improvement efforts. Implementation Evidence To ensure accountability and track progress, West Gate Elementary collects and maintains agendas and sign-in sheets from PBIS/SLL meetings.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The ESE Contact works in close collaboration with the School-Based Team (SBT) Leader, who schedules and facilitates meetings. All team members contribute to data analysis and decision-making to ensure interventions are tailored to meet the unique needs of each student. Together, the ESE Contact and SBT Leader engage in data collection, integrate instructional activities and materials into Tier 3 instruction, and collaborate with general education teachers to identify effective interventions. School Leadership Collaboration School Leadership members and Administration maintain frequent communication and collaborate on data analysis to ensure that the school's educational plan effectively supports students' academic growth. Professional Learning Communities (PLCs) The Single School Culture Coordinators work with grade-level teacher leaders to guide collaborative planning during both grade-level meetings and PLC sessions. At West Gate Elementary, PLCs meet biweekly to analyze student data and plan instruction for diverse learners. In addition, teacher teams collaborate weekly to maintain instructional rigor and address questions related to SBT processes and Tiered support monitoring. SBT/MTSS Implementation Core (Tier 1) All students receive standards-based instruction delivered through a combination of whole-group and small-group settings. Behavior expectations are guided by the school's Positive Behavior Support (PBS) plan. The Skills for Life and Learning (SLL) initiative further strengthens the learning environment through morning meetings, shared agreements, and collective practices that foster a positive, welcoming school culture. Supplemental (Tier 2) Students performing below grade level in ELA receive additional support during Foundational Basic Skills (FBS) time using resources such as Fountas & Pinnell, Foundations, Benchmark, and Just Words. Instruction occurs in small groups tailored to students' needs. For behavior, the PBS plan and SLL practices are reinforced, while behavior monitoring plans are developed for students requiring additional support. Intensive (Tier 3) Students significantly below grade level in ELA participate in Leveled Literacy Intervention (LLI) small groups to accelerate growth. In terms of behavior, modified behavior monitoring plans and/or Functional Behavior Assessments (FBAs) are implemented to provide individualized support. Implementation Documentation To ensure accountability and track progress, West Gate Elementary collects and maintains agendas and sign-in sheets from SBT meetings, PLC sessions, and PBS/SLL meetings.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

By implementing the first Pillar, students engage in rigorous, standards-based learning experiences. ELA: Students interact with complex texts, complete challenging tasks, and participate in meaningful discussions using text evidence. Work samples reflect the full rigor and intent of the standards. Mathematics: Students progress through a coherent sequence of mathematical practices, connecting new concepts to prior skills and addressing the specific rigor required by the standards. Instructional Monitoring and Support Administrators participate in PLC and planning sessions alongside teachers to ensure curriculum alignment and instructional rigor. They conduct daily classroom observations and collaborate with teachers to review bi-weekly progress monitoring documents. Data is discussed during PLCs to identify core instructional needs and determine necessary supports. Enrichment Opportunities Students extend their learning through projects, field trips, and after-school programs. West Gate Elementary partners with local agencies to provide enriching experiences, including visits to the Norton Museum, Grassy Waters Preserve, the Science Museum, city museums, and the Sheriff and Fire Departments. Dual Language Program (FY25) Beginning in FY25, all students in grades K–5 will participate in the Dual Language Program. This model builds on students' existing strengths by transferring skills across languages to develop English proficiency while promoting bilingualism and biliteracy. Alongside academic rigor, the development of Skills for Life and Learning remains a schoolwide priority. Implementation Documentation To monitor and document implementation, West Gate Elementary will maintain: - PLC agendas and sign-in sheets - Core Action graphs tracking use of complex texts, tasks, and discourse - A schoolwide calendar of enrichment activities and field trips

# Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Middle School Transition Support Fourth- and fifth-grade students receive information about the District's Middle School Choice programs and are encouraged to set academic and career goals. For fifth-grade students, Middle School Choice presentations take place in November and December. To support families, West Gate hosts an in-person "Planning for the Future" parent training session, where representatives from various programs share information and assist with application procedures. Guidance counselors and fifth-grade teachers work closely with families throughout the application process to ensure students are well-prepared for the transition to middle school. Parent meetings are held from October through January to provide ongoing guidance and support. Career Awareness in Primary Grades In the primary grades, teachers introduce students to different careers and influential role models. Career awareness is embedded into rigorous instruction, with opportunities for students to apply their learning across academic subjects. Academic Enrichment and Technology Integration The Accelerated Math Program (AMP), offered in grades 3–5, provides students with opportunities to advance more quickly into middle and high school mathematics courses. In grades K–5, teachers integrate technology into daily instruction. Each student is provided with a Google Chromebook to enhance engagement, strengthen academic learning, and build essential technology skills. Implementation Documentation To document implementation, West Gate Elementary will collect: - Agendas and sign-in sheets from parent meetings - Copies of the calendar noting Middle School Choice program presentations

# Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

To support a smooth transition for school-based and community children entering kindergarten, West Gate Elementary implements the following activities: Summer Transition Backpack: Enrolled VPK students receive a backpack (provided by the Department of Early Childhood Education) containing books, transition activities, free uniforms, and a parent guide. Family Engagement: Meetings are scheduled with preschool families to discuss the transition process. Communication Materials: Families receive letters, flyers, or brochures with key information about kindergarten. Open House: Incoming kindergarten families are invited to an open house to learn about the school and program expectations. Classroom Visits: Preschool children are given opportunities to visit a kindergarten classroom and/or meet their future teacher. Routine Practice: Children practice kindergarten routines, such as carrying lunch trays, to build readiness and confidence. Record Sharing: Written records of each child's preschool experiences are transmitted to kindergarten teachers to inform instruction. Community Resources: Families are provided with information on local resources (e.g., libraries, immunization and physical exam locations) to support readiness over the summer. Home Learning Activities: Families receive resources and activities to prepare children academically and socially for kindergarten entry. Kindergarten Kick-Off Event (April): The community is invited to a kickoff event that includes registration information, preparation tips, and a school tour for incoming students. Implementation Documentation West Gate Elementary will collect agendas, sign-in sheets, and handouts from the Kindergarten Kick-Off to document implementation.

# Professional Development

## 1. Professional Development

Grade-level teams participate in Professional Learning Community (PLC) meetings to plan collaboratively with the Single School Culture Coordinators (SSCC), Instructional Coaches, and colleagues. The master schedule is intentionally designed to provide consistent common planning time. Research-based protocols guide these sessions, ensuring the focus remains on students' academic needs, assessment strategies, and instructional planning. Student progress is monitored through common assessments, Performance Matters reports, and i-Ready, with instruction adjusted as needed based on collaborative team decisions. During PLCs, the SSCC and/or Team Leaders facilitate collaborative planning sessions that include Special Education, ESOL, and General Education teachers. These sessions emphasize shared accountability for co-planning and co-delivery of instruction, as well as joint responsibility for student assessment. Teachers also engage in reflection to evaluate their effectiveness as collaborative educators and identify strategies for improvement. In addition, the Curriculum Resource Teacher and Math Cadre Leaders support instructional planning by leading professional development and facilitating collaborative sessions focused on improving lesson design and delivery. Professional development will be provided on topics including language acquisition, cultural competence, culturally responsive teaching, bilingualism, and biliteracy. Implementation Documentation West Gate Elementary will collect agendas and sign-in sheets from PLC meetings and professional development sessions to document implementation.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

West Gate Elementary prioritizes the recruitment and retention of certified, effective educators through a comprehensive process: Recruitment and Hiring: Candidates undergo a detailed screening process in collaboration with the District's Human Resource Specialist. Qualified applicants participate in a rigorous interview process, during which administrators assess knowledge and beliefs regarding diversity and inclusive practices relevant to the position. Onboarding and Mentoring: Newly hired teachers are paired with a veteran teacher mentor within their grade level and enrolled in the Educator Support Program. Their performance is closely monitored, with targeted support provided as needed. Ongoing Support: Teachers receive continuous mentoring and participate in professional development programs designed to strengthen instructional practices and foster professional growth. Professional Growth Plans: Each teacher develops a Professional Growth Plan (PGP), which is reviewed and monitored throughout the school year to support individualized professional learning goals. New Teacher Support: West Gate Elementary hosts a Summer Institute for new teachers and those with fewer than five years of experience, providing tools, strategies, and support for classroom success. Implementation Documentation To track implementation, West Gate Elementary collects agendas and sign-in sheets from Educator Support Program meetings.