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

ELA

1. List prioritized needs statements.

Our FY26 FAST PM2 data reflects that 20% of our students in 3rd-5th grade students are predicted to be on grade level. - In 3rd grade, 23% of students are expected to perform on grade level. - In 4th grade, 17% of students are expected to perform on grade level. - In 5th grade, 21% of students are expected to perform on grade level. Our FY26 FAST PM2 data reflects that 19% 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 have a negative impact on learning. - Teachers need strategies, tools, and training 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: phonological awareness, phonics, vocabulary, and fluency. - 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 components. - Parents lack the language proficiency or background knowledge necessary to support their children at home with foundational ELA concepts and homework. - There is a lack of staff available to provide instructional coaching, student-facing support, facilitate professional development, and organize academic initiatives. - In FY26, 18 teachers were either new to the profession or newly assigned to their current grade level.

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. - Implement a schoolwide MTSS framework to provide academic interventions to targeted/tiered students. - Utilize literacy coaches to provide side-by-side coaching, modeling, and feedback cycles for teachers. - Leverage technology platforms that provide adaptive literacy practice aligned to student skill levels.

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

• Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times through enhanced communication via: - Agendas - Parent-link phones calls, emails, and text messages. - 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. - How to conduct an effective read aloud.

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. - Actively check students' agendas for homework and teacher communication.

- **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). - Coach-led modeling of a full ELA 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 (ELL, With Disabilities, Migratory and homeless) families in need with needed resources or support (parent liaison).

Math

1. List prioritized needs statements.

Our FY26 FAST PM2 data reflects that 20% of our students in 3rd-5th grade students are predicted to be on grade level. - In 3rd grade, 25% of students are expected to perform on grade level. - In 4th grade, 9% of students are expected to perform on grade level. - In 5th grade, 25% of students are expected to perform on grade level. Our FY26 FAST PM2 data reflects that 30% of our students in Kinder-2nd grade 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. - 18 teachers are either new to the profession or new to the grade level assigned for FY26. - 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 have 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. - Provide coaching cycles focused specifically on differentiation in math instruction for diverse learners, including ELLs and students with disabilities. - 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

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times through enhanced communication via: - Agendas - Parent-link phones calls, emails, and text messages. - 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

- STEAM night. - How to effectively support children with math at home (basic math fluency, numeracy, homework, etc.) - 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. - Regularly check student agendas to support with homework and follow-up on teacher communication.

- **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 (ELL, With Disabilities, Migratory and homeless) families in need with needed resources or support (parent liaison).

Science

1. List prioritized needs statements.

FY26 CP3 data shows that 53% 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 (manipulatives & experimentation). - The majority of students are English Language Learners and face difficulties with accessing text-rich science curriculum. - Chronic student absenteeism and tardiness have 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. - Provide students with opportunities to deepen their knowledge of science concepts through project-based learning, enrichment programs, and in-school and off-campus learning experiences.

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

• Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times through enhanced communication via: - Agendas - Parent-link phones calls, emails, and text messages. - 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

- 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 (ELL, With Disabilities, Migratory and homeless) 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: **\$249,290.85**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	IXL subscription will provide enrichment and remediation during classroom instruction and tutoring in 3rd- 5th grade ELA and math.	350	\$19.50	Original	\$6,825.00	
	Generation Genius subscription will provide enrichment and remediation in 5th grade science classroom instruction.	2	\$125.00	Original	\$250.00	
	IXL subscription will provide enrichment and remediation during classroom instruction and tutoring in 5th grade ELA, math and science.	125	\$24.50	Original	\$3,062.50	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper (Case)	40	\$34.69	General Supplies	Original	\$1,387.60
	Pocket charts blue	50	\$28.99	General Supplies	Original	\$1,449.50
	Sharpie Chart Paper Markers	70	\$4.74	General Supplies	Original	\$331.80
	Stapler	20	\$8.99	General Supplies	Original	\$179.80
	Electric sharpeners	20	\$30.61	General Supplies	Original	\$612.20
	Pre-sharpened Pencils (pack of 240)	40	\$53.84	General Supplies	Original	\$2,153.60
	Color paper (per ream)	100	\$4.97	General Supplies	Original	\$497.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Post-it anchor charts	20	\$139.49	General Supplies	Original	\$2,789.80
	Whiteboards	20	\$29.99	General Supplies	Original	\$599.80
	Crates for housing student portfolios	30	\$38.99	General Supplies	Original	\$1,169.70
	Post-it notes	70	\$15.35	General Supplies	Original	\$1,074.50
	Expo Markers (black)	10	\$12.99	General Supplies	Original	\$129.90
	Tape (12 pack)	10	\$27.99	General Supplies	Original	\$279.90
	Shipping	1	\$494.60	General Supplies	Original	\$494.60
	Rubberbands	20	\$5.43	General Supplies	Original	\$108.60
	Ink (Each Color) Magenta/ Cyan/ Yellow for classroom printers	5	\$225.00	Technology	Original	\$1,125.00
	2nd semester/Summer supplies: paper, science materials, markers, highlighters, staplers, staples, paper clips, rubber bands, tape, pencils, folders, notebooks	1	\$4,976.05	Instructional Materials	Original	\$4,976.05

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper clips (jumbo) Pack of 10 boxes	20	\$8.68	General Supplies	Original	\$173.60
	Highlighters packs assorted colors	70	\$6.49	General Supplies	Original	\$454.30
	Blue painter's tape (6 pack)	25	\$22.98	General Supplies	Original	\$574.50
	Paper clips (small)	20	\$6.78	General Supplies	Original	\$135.60
	Paper for small groupings/tutorial - copy paper, cardstock, chart paper, post-it notes, notebooks	1	\$4,408.20	Instructional Materials	Original	\$4,408.20
	Ink (Black for classroom printers)	5	\$95.00	Technology	Original	\$475.00
	Cardstock	70	\$28.99	General Supplies	Original	\$2,029.30
	Staples (5 pack)	20	\$6.49	General Supplies	Original	\$129.80
	Expo Markers (4 pack assorted colors)	70	\$6.10	General Supplies	Original	\$427.00
	i-Ready Magnetic Reading	400	\$13.60	Instructional Materials	Original	\$5,440.00
	Sentence strips	100	\$3.89	General Supplies	Original	\$389.00

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Starting November 2026, certified teachers will offer tutoring to remediate Math/ELA/Science concepts for students performing in the lowest quartile in grades 3-5.	15	\$37.00	2	1.25	15	Certified	Original	\$20,813.00
Resource Teacher	The ELA (English Language Arts) Resource Teacher will support K-5 students in the lowest quartile L25) in small groups, offering differentiated instruction in ELA through a push in/pull out model.								
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	Spare student chromebook power adapters will be provided for home use, ensuring chromebooks are charged and ready for use at school the following day.					100	\$30.99	Original	\$3,099.00
	Headphones are used for small group instruction and utilization of online programs.					230	\$11.29	Original	\$2,596.70
Resource Teacher	The Math Resource Teacher will support grades K-5 students in lowest quartile (L25) through push in/pull out model to ensure students meet grade level expectations.								

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: \$45,676.40

Acct Description	Description						
Postage	Item			Quantity	Rate	Type	Total
	Mailing out communication documents for parent meetings and trainings			320	\$0.78	Original	\$249.60
Parent Liaison - Para Level	The K-5 Parent Liaison will support the families through trainings, effective communication, and translation during meetings.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Nicky Folders		1000	\$1.50	General Supplies	Original	\$1,500.00
	Ink (Black, Cyan, Magenta and Yellow)- PFEP		3	\$299.00	Technology	Original	\$897.00
	Envelopes		10	\$32.00	General Supplies	Original	\$320.00
	Copy paper (case)		25	\$34.69	General Supplies	Original	\$867.25
	Paper (color per reams)		100	\$4.97	General Supplies	Original	\$497.00
	Shipping for agendas		1	\$421.40	General Supplies	Original	\$421.40
	Planners/Agendas - no customization		860	\$2.78	General Supplies	Original	\$2,390.80
	Shipping for supplies		1	\$200.00	General Supplies	Original	\$200.00
	Pens		3	\$36.45	General Supplies	Original	\$109.35

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: \$131,753.75

Acct Description	Description												
Travel out-of-county	Item					Quantity	Rate	Type	Total				
	The principal will attend the 2027 National Principal Conference (NPC) scheduled from 2 /6/27 - 2/9/27 in Tampa, Florida to learn best practices in raising student achievement from schools with similar demographics across the state. This professional learning opportunity also provides K–12 leadership, networking, and professional learning for elementary and middle-level principals. Registration = \$949 Transportation = \$250 Lodging = \$900 Per Diem = \$108 Number of Attendees = 1 TOTAL = \$2,207					1	\$2,207.00	Original	\$2,207.00				
	Four (4) staff will attend the 2027 Marzano Building Expertise in June 2027 in Florida to build leadership, capacity and expertise in the field of academics and data driven instruction and assessment. Registration = \$1299 Transportation = \$200 Lodging = \$900 Per Diem = \$108 Number of Attendees = 4 TOTAL = \$10,028					1	\$10,028.00	Original	\$10,028.00				
Teacher Collaboration	Item					Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	All certified teachers grades K-5- teachers will analyze data and share best practice and plan for instruction based on data. Collaboration starts in August 2026					24	\$25.00	1	1	15	Certified	Original	\$9,000.00
Supplies	Item						Quantity	Rate	Supply Type		Type	Total	
	Ink (Black) - Ink for data chats, data analysis, PLCs						3	\$263.40	Technology		Original	\$790.20	

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Ink (Cyan, Magenta, Yellow) - Ink for data chats, data analysis, PLCs	3	\$650.00	Technology	Original	\$1,950.00	
	Copy paper (case - white)	5	\$34.69	General Supplies	Original	\$173.45	
Travel out-of-state	Item		Quantity	Rate	Type	Total	
	Four (4) staff will attend the Model Schools Conference in June 2027, to showcase and learn best practices as well as explore practical strategies, how-to sessions, and tailored learning paths that strengthen teaching, leadership, and school culture. State location is still to be determined (TBD). Registration = \$895 Transportation = \$550 Lodging = \$1000 Per Diem = \$108 Number of Attendees = 4 TOTAL = 10,212		1	\$10,212.00	Original	\$10,212.00	
Computer HW; non-cap	Item			Quantity	Rate	Type	Total
	Color printers will be used for all subjects data printing and analysis needed during professional learning sessions with K-5 teachers.			2	\$331.55	Original	\$663.10
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) provides support systems for academics (data analysis, delivery of standards-based instruction through professional learning community meetings (PLCs), and help establish positive climate/culture in all subjects grades K-5.						

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

Name	Title
Claudia Mejias	Principal
Abbey Peterman	Assistant Principal
Natalie Saint Victor	Single School Culture Coordinator
Surama Quesada	Parent
Clara Visconti	Resource Teacher
Karla Madera	Parent
Maria Espino	ESOL School Counselor
Michelle Posner	School Counselor
Jonathan Carbonell	ESE Teacher
Ivonne Pimentel	ESOL / Volunteer 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 10th) - Faculty Meetings - SAC meetings every third Wednesday of the month 8:30 a.m. - Dual Language Night -(October) 5:00 PM - Literacy Night - (January) 5:00 PM - STEAM Night (March) 5:00 PM - Team Meetings, PLCs, and School Wide Positive Behavior Support 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. 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
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 10th, 2026, from 5:00 - 7:00 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 Process and Students' Progress Monitoring

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

Teachers will learn best practices for implementing the MTSS progress monitoring process and for communicating this information in ways that help parents understand and support their child's progress.

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

Parents will clearly understand their child's academic progress and the various levels of support available and provided to students at school.

- What will teachers submit as evidence of implementation?

SBT agendas and samples of the implementation of monitoring tools (RTI).

- Month of Training

Early September for Crate uploads

- Responsible Person(s)

Natalie Saint Victor, Ivonne Pimentel, and Abbey Peterman

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Analysis for Report Cards, Effective Data Chats & Parent Conferences

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

Staff will learn how to analyze data, develop student goals, and effectively share this information in report cards and during parent-teacher conferences.

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

Parents will clearly understand their child's current levels across all subject areas and the next steps needed to help them reach their instructional goals.

- What will teachers submit as evidence of implementation?

Parent/teacher conferences notes, report cards, and data chats participation evidence.

- Month of Training

January 2027

- Responsible Person(s)

Abbey Peterman, Natalie Saint Victor, Zakiya Nobles

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Dual Language Parent and Family Engagement 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 a variety of resources to promote and strengthen language acquisition.

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

Incorporating adaptive technology and hands-on activities for language acquisition.

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

The expected impact is improved academic achievement, stronger connections among dual language learners, and enhanced support for parents.

- Date of Training

October 15, 2026 or earlier for Crate uploads

- Responsible Person(s)

Gladys Velez, Adnelis Vega, Natalie Saint Victor, and Abbey Peterman

- Resources and Materials

Event invitation, handouts, & evaluations.

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Parent Engagement 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 targeted literacy strategies to help their children strengthen and advance their reading skills.

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

Parents and families will engage in hands-on literacy center activities to learn about how to support their students in the following domains: vocabulary, reading comprehension, and language development.

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

Increase in parent engagement in students' academic achievement and literacy growth.

- Date of Training

January 21, 2027 or earlier for Crate uploads

- Responsible Person(s)

Abbey Peterman, Natalie Saint Victor, Zakiya Nobles, and Gladys Velez

- Resources and Materials

Event invitation, handouts, & evaluations.

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM Parent and Family Engagement Night

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

Parents will learn how to incorporate Science, Technology, Engineering, Art, and Mathematics (STEAM) into everyday activities to motivate and support their children's learning and academic success.

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

Parents and families will participate in hands-on STEAM activities that create meaningful, real-world connections to the content.

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

Increase student engagement, critical thinking, and fluency while helping them build background knowledge and make meaningful real-world connections.

- Date of Training

March 17, 2027 or earlier for Crate uploads

- Responsible Person(s)

Clara Visconti, Natalie Saint Victor, and Abbey Peterman

- Resources and Materials

Event invitation, handouts, & evaluations.

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

McKinney-Vento - Safe Schools

- Describe how agency/organization supports families.

McKinney-Vento supports our school by providing eligible families with clothes, backpacks, school items, and other needed necessities. McKinney-Vento also provides access to summer camp opportunities.

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

"Thank you" letters, photo/document evidence of support, and communications to staff/families.

- Frequency

Annually

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

- Name of Agency

West Gate Community Redevelopment Agency (CRA)

- Describe how agency/organization supports families.

The West Gate CRA supports our families by collaborating with West Gate to provide families with access to community resources. The CRA also donates resources and toys to West Gate students and families.

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

Handouts, photo evidence of support, and "thank you" letters.

- 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, clothes, and resources to West Gate families.

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

"Thank you" letters, photo evidence of 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

Invitations and communications about Title I programs, meetings, and other activities will be sent promptly using multiple channels and in various languages. Information will also be shared during the Title I Annual Meeting and SAC meetings, and monthly activities will be posted on the school calendar. Additionally, ParentLink emails, phone messages, and ClassDojo will be used to keep families informed.

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

ClassDojo posts, ParentLink messages, and monthly event calendar(s).

- **Description**

Curriculum and proficiency levels will be shared with parents during meetings and Curriculum Night. Parents will be invited through ClassDojo, ParentLink, and/or flyers sent home. During parent conferences, teachers will explain the grading system, review expectations for student performance, and address any questions parents may have. Conference notes will be maintained for all meetings, and information will also be shared during Parent Engagement Nights.

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

Conference notes, curriculum night invitation, 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 ClassDojo, ParentLink, and/or flyers sent home.

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

Curriculum Night invitation, ParentLink messages, family assessment reports, and communication to staff regarding sharing academic/assessment information with families.

- **Description**

Parents will be informed of opportunities to participate in decision-making related to the education of their child(ren) via SAC meeting invitations, ParentLink messages, and flyers. Outreach will be made available in multiple languages to maximize stakeholder participation.

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

ParentLink messages, SAC Invitations, flyers, and agendas.

- Description

To provide flexible meeting options for trainings, activities, and events, and to reduce attendance barriers, schedules are offered in both English and Spanish at various times. Meetings may be requested flexibly, both before and after school. For conferences, teachers will offer multiple dates and times, including virtual, in-person, or phone options, to accommodate parents' availability.

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

Sign-in sheets, parent conference log (1051s), and comments log records (SIS).

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 administration, 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 various languages, the translated Parent Compact, and 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, the 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 the school's McKinney-Vento liaison, with support from the district McKinney-Vento specialist. Guidance counselors, teachers, and parents are informed about the services available to support 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 (SHQ), and SBT meeting documentation for a McKinney-Vento student.

Other Activities

1. Activity #1

- Name of Activity

None

- Brief Description

2. Activity #2

- Name of Activity

None

- Brief Description

3. Activity #3

- Name of Activity

None

- 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. 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 Training 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 Learning

1. Professional Learning

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 in-field, 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.