

Pinellas County Schools

WESTGATE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Westgate Elementary will provide an environment in which all learners will continue to succeed through high quality teaching.

Provide the school's vision statement

Westgate Elementary is a community of learners where students, families, and staff work together to achieve success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Samantha Henderson

hendersonsam@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists in instructional and operational school leadership.

Leadership Team Member #2

Employee's Name

Sara Eisenbart

eisenbarts@pcsb.org

Position Title

VE ESE Teacher

Job Duties and Responsibilities

Development of IEP's and delivery of educational services for ESE students.

Leadership Team Member #3**Employee's Name**

Connie Bauer

bauerco@pcsb.org

Position Title

Second Grade Teacher

Job Duties and Responsibilities

Planning and delivery of instruction for second grade students. Team leader and early literacy expert.

Leadership Team Member #4**Employee's Name**

Dana Wanek

wanekd@pcsb.org

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Team leader and K Teacher

Leadership Team Member #5**Employee's Name**

Jonathan Dinero

dinarod@pcsb.org

Position Title

3rd grade teacher

Job Duties and Responsibilities

Team leader, 3rd grade teacher

Leadership Team Member #6

Employee's Name

Patty Kwapien

Kwapienp@pcsb.org

Position Title

4th grade teacher

Job Duties and Responsibilities

Team leader, 4th grade teacher

Leadership Team Member #7

Employee's Name

Robyn Smith

smithrob@pcsb.org

Position Title

5th grade teacher

Job Duties and Responsibilities

Team Leader, 5th grade teacher

Leadership Team Member #8

Employee's Name

Holly Oakes

oakesh@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Supervision of school curriculum implementation and operations.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Three times per year the school improvement plan is shared with our school and community stakeholders during school-based staff meetings, PTA meetings, and the School Advisory Council which includes the following members:

Holly Oakes, Samantha Henderson, Wanda Dudley (SAC Chair), Whitney Gigliotti, Blaire White, Brittany Kettles, Susan Altman and Erin Smith. The school principal requests feedback from stakeholders at these meetings using feedback cards and discussion forums.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

After collecting data, sharing progress toward goals, and deciding on action steps; monitoring and follow-up for the School Improvement Plan takes place with key stakeholder groups including, teachers and staff members, as well as parents, and community partners. Documentation of results can be found in SAC and PTA meeting minutes, and notes from school based leadership meetings, faculty meetings and PLC's. If recommendations are made to revise the SIP plan, changes are shared with all stakeholder groups.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	51	71	63	81	81	85				432
Absent 10% or more school days	0	16	17	14	17	11				75
One or more suspensions	0	1	2	0	1	7				11
Course failure in English Language Arts (ELA)	0	0	0	1	1	2				4
Course failure in Math	0	0	0	1	2	0				3
Level 1 on statewide ELA assessment	0	0	13	11	4	10				38
Level 1 on statewide Math assessment	0	4	6	13	8	10				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	2	1	0				4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	4	7	0	0				14

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	11	11	7	5				37

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	2	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	69	56	86	83	69				408
Absent 10% or more school days		18	12	23	16	15				84
One or more suspensions		1		1	1	4				7
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				14	10					24
Level 1 on statewide Math assessment		13	9	36	12	6				76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	1	9				11

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times			1							1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	70	68	62	59	64	59	62	61	57
Grade 3 ELA Achievement	74	70	61	65	67	59	75	63	58
ELA Learning Gains	67	65	63	52	62	60	67	64	60
ELA Lowest 25th Percentile	68	63	58	51	59	56	70	62	57
Math Achievement*	75	72	66	67	69	64	58	66	62
Math Learning Gains	70	69	64	63	67	63	68	68	62
Math Lowest 25th Percentile	67	56	50	50	56	51	66	58	52
Science Achievement	77	72	62	50	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	568
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
71%	60%	66%	62%	61%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	76%	No		
English Language Learners	69%	No		
Asian Students	92%	No		
Black/African American Students	64%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	No		
White Students	77%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

F	2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
		ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
	All Students	70%	74%	67%	68%	75%	70%	67%	77%					
	Students With Disabilities	58%	40%	83%	93%	76%	83%	100%	73%					
	English Language Learners	74%	77%	77%		59%	59%							
	Asian Students	100%				83%								
	Black/African American Students	61%	63%	71%		65%	61%							
	Hispanic Students	61%	67%	71%	58%	61%	48%		73%					
	Multiracial Students	70%		40%		78%	80%							
	White Students	75%	78%	67%	71%	83%	78%	81%	82%					
	Economically Disadvantaged Students	65%	66%	66%	69%	74%	72%	70%	74%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%	65%	52%	51%	67%	63%	50%	50%					84%
Students With Disabilities	27%	30%	39%		42%	61%	45%	10%					
English Language Learners	48%	64%	55%	43%	55%	55%	50%						84%
Asian Students	82%				91%								
Black/African American Students	32%	33%	40%		35%	53%		20%					
Hispanic Students	55%	58%	52%	45%	64%	48%		53%					81%
Multiracial Students	60%				67%								
White Students	65%	73%	55%	54%	75%	66%	57%	50%					
Economically Disadvantaged Students	57%	61%	54%	58%	66%	61%	52%	50%					86%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	75%	67%	70%	58%	68%	66%	59%					70%
Students With Disabilities	32%	50%	57%	75%	35%	57%	62%	20%					
English Language Learners	44%	42%	68%	67%	44%	59%	60%	50%					70%
Asian Students	54%				46%								45%
Black/African American Students	39%	60%	58%	50%	30%	67%							
Hispanic Students	60%	58%	70%	73%	64%	78%	73%	75%					79%
Multiracial Students	75%				75%								
White Students	69%	83%	68%	81%	62%	66%	65%	66%					
Economically Disadvantaged Students	59%	69%	64%	69%	53%	71%	65%	57%					67%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	73%	68%	5%	60%	13%
ELA	4	64%	66%	-2%	60%	4%
ELA	5	72%	66%	6%	61%	11%
Math	3	64%	71%	-7%	66%	-2%
Math	4	79%	72%	7%	65%	14%
Math	5	81%	69%	12%	62%	19%
Science	5	76%	70%	6%	60%	16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

One of our greatest areas of improvement was for students moving from second to third grade. These students' PM3 prior year data was 41% as measured by FAST. By PM 3, 74% of third grade students were proficient. Success is attributed to rigorous data reflection and providing specific interventions that retaught second grade reading skills, while continuing to focus on current standards. This, along with a comprehensive push-in schedule for ESOL and ESE students, closed learning gaps and led to student success.

Lowest Performance

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

Currently our lowest performing area is with students in the lowest 25 percentile in both Reading and Math. Proficiency for L25 students in grades 3-5 in ELA was 32%, in math L25 students in grades 3-5 were 42% proficient. Although consistent interventions were in place, the data indicates that differentiated supports during core instruction and interventions need to be improved.

Greatest Decline

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

FAST and Star data indicate that all areas have shown improvement in all grade levels and content areas, as well as all demographic groups. Within grade levels, there are indications that specific teachers will require additional training and support in order to bring their data to the level of their peers.

Greatest Gap

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

The performance of students in the lowest 25% lags behind state averages. Although we had significant improvement, current data shows that strategic planning for meeting these student's needs indicated.

EWS Areas of Concern

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

Approximately 15% of the student population has been absent for more than 10% of the school year. These students are monitored by the Child Study Team, and steps have been taken to work with families to improve attendance.

Highest Priorities

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

The highest priorities for Westgate Elementary for the 2026-2027 school year include:

- Maintaining high levels of proficiency and learning gains for students in grades K-5 in ELA.
- Maintaining high levels of proficiency and learning gains for students in grades K-5 in Math.
- Continue to close the gap in both ELA and Math for Black students
- Improve both proficiency and learning gains for L25 students.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Encourage schoolwide alignment for standards-based instruction through the implementation of collaborative planning structures that lead to data-driven, high quality instruction. If teachers collaboratively plan weekly using formative and summative data, then the fidelity of implementation of standards-based practices that increase critical thinking, writing, and academic discourse will improve. This was identified as a crucial need due to summative data differences between staff members within the same grade level, as well as below average scores on writing assessments for students in K-5.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency for all students will improve in ELA from 70% to 80%. Proficiency for L25 students in ELA will improve from 34% to 50%. In Math proficiency for all students will improve from 75% to 80%. Proficiency for for L25 students in Math will improve from 56% to 66%. Science proficiency for 5th grade students will improve from 75% to 80%.

Proficiency rates for ESE and black students will meet or exceed those of the overall student population.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Each week an administrator will join grade level PLC's for collaborative planning. A common planning template that ensures productive planning systems will be utilized in grades K-5. Monthly data chats with accompanying administrative walkthroughs will provide insurance that planned lessons are being consistently implemented.

Person responsible for monitoring outcome

Holly Oakes, principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Interventions will be offered based on data that identify the specific needs of students in Reading, Math, and Science. Interventions will take place within and outside of the core instructional block. Formative and summative data will be used to customize interventions to meet individual student needs.

Rationale:

If teachers foster a common understanding of instructional benchmarks, and offer just-in-time interventions, then the learning gap will close for students not currently meeting standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Common planning will take place in PK-5th grade with a focus on developing impactful, standards-based instruction.

Person Monitoring:

Holly Oakes

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet weekly to develop and review lessons that are benchmark-aligned. Collaborative planning teams will agree on high-impact instructional strategies, monitoring methods and interventions that will assist all students in meeting standards. This action step will be monitored through administrative guidance during planning sessions as well as feedback provided to teachers after walkthroughs.

Action Step #2

K-5 teachers will plan for the use of writing across the curriculum combined with academic discourse in order to improve critical thinking and the ability to clearly express complex ideas both verbally and in writing.

Person Monitoring:

Holly Oakes

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive job-embedded professional development and support for planning instruction that includes applying critical thinking skills through writing and academic discourse. Teachers will receive feedback from administration and will have the opportunity to visit peer classrooms to share ideas. Extended planning sessions for teachers will also be implemented to allow teachers to explore benchmarks in detail and plan for rigorous questioning and writing tasks.

Action Step #3

Planning for student-centered Math activities that encourage high levels of mathematical thinking.

Person Monitoring:

Holly Oakes

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in PK-5 will be provided with job-embedded professional development and coaching that demonstrates instructional practices that require students to utilize mathematical thinking skills, work collaboratively, and apply new learning to real-world problems.

Action Step #4

Planning for high quality, data-based instruction in Science

Person Monitoring:

Holly Oakes

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, 4th and 5th grade teachers will dedicate one collaborative planning session to reviewing student data in science and planning strategically to provide targeted instruction. Outcomes will be monitored by reviewing formative data results as well as mid-year and mock SSA results.

Action Step #5

Level up program for third grade students in ELA

Person Monitoring:

Samantha Henderson

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to ensure that second grade standards have been mastered, the ELFAC assessment will be given to all third grade students. Any gaps found in phonemic awareness phonics, or decoding, will be addressed through a walk to intervention strategy designed to re-teach standards that may not have been met in previous grades. Student groupings will be dynamic based on progress on the mastery of skills.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2025-2026 school year, black students performed 10% lower than the general population in Math and 15% lower than the general population in Reading. The data shows that additional steps need to be taken to close the achievement gap.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If differentiated interventions are offered both inside and outside of core instruction, performance of black students will improve. In Reading, black students will improve from 60% proficient to 75% proficient. In Math, black students will improve from 65% proficient to 75% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration will conduct monthly data reviews focused on the performance of black students on unit tests in math and module assessments in reading. Individual benchmarks will be identified for focus during intervention time.

Person responsible for monitoring outcome

Holly Oakes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Information from individualized data reviews will be utilized to form pop-up groups and intervention groups that focus on the benchmarks where black students have not yet achieved proficiency. Data tracking tools will be used to ensure that students are placed in appropriate groups and receive relevant interventions.

Rationale:

If students receive targeted, timely interventions on a consistent basis, then proficiency levels for black students will improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Mentors for Black Students

Person Monitoring:

Holly Oakes

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, data mentors will meet with black students to review their formative and summative data. The mentors will set goals with the students and talk about what action steps they will need to take to reach their goals. Small celebrations will take place throughout the year to encourage students to keep working toward their goals.

Action Step #2

Monthly data reviews with teachers for black students

Person Monitoring:

Holly Oakes

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

One PLC per month will be reserved to review sub-group data, including the progress of black students. Teachers will collaborate to develop intervention plans based on the individual benchmark performance of students. Administration will guide data conversations and action planning.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, the proficiency of ESE students has lagged behind those of the general population. Although significant gains were made during the 2025-2026 school year, strategic moves will need to be made to maintain proficiency levels and continue improvement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency levels for ESE students in ELA will improve from 62% to 75% to mirror the achievement of the general population. In Math, ESE students will score at the 80th percentile which represents the same proficiency goal as non-ESE students.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Each month one PLC meeting is reserved to discuss the performance of students in sub-groups on unit assessments in Math and module assessments in ELA. Administration will facilitate meaningful conversations and strategic planning.

Person responsible for monitoring outcome

Holly Oakes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The ESE schedule will be developed to ensure the maximum level of support can be provided to ESE students during intervention time. Interventions will be customized to meet students' IEP goals. Small groups will be developed based on the unique needs of students.

Rationale:

If ESE students receive intervention supports that are directly aligned with their IEP's, then learning gaps in ELA, Math, and Science will be closed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ESE Scheduling and push-in to maximize support during core instruction.

Person Monitoring:

Holly Oakes

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The schedule for support in ESE students will be developed collaboratively between administration and ESE teachers to ensure that student IEP needs are being met both inside and outside of core instruction. A push-in model for support will be prioritized to best align ESE supports with core instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is an area of focus for maximizing a positive school environment. With 17% of students missing 10% or more of the school year, the Child Study Team has been charged with reducing chronic absences for this group. The number of students missing more than 10% of the school year has increased 4% since last year, which indicates additional steps need to be taken to address the challenge.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of students missing 10% of the school year or more will be reduced from 17% to 10%. All grade levels had similar rates of absenteeism.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Child Study Team meets twice per month to review individual absence rates. The CST team divides responsibilities between members for contacting families, and to discuss the progress of the CST action plan.

Person responsible for monitoring outcome

Holly

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During the 2026-2027 school year, students who are missing more than 20% of the school year will be assigned an attendance buddy. These mentors utilize a program called Strive for Five, which encourages students to attend school for five consecutive days to earn rewards.

Rationale:

If chronically absent students have a relationship with an adult in the building and can earn incentives, then the percentage of students missing 10% or more of the school year will be reduced.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Mentors for chronically absent students

Person Monitoring:

Jessica Wahnnon

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance Buddies will implement the Strive for Five program with students who are missing 20% or more of the school year.

Action Step #2

Increased parent contact for students missing more than 10% of the school year.

Person Monitoring:

Holly Oakes

By When/Frequency:

bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An attendance action plan was created to provide a protocol for students as they miss increasing amounts of school. Home letters, phone calls, and home visits by the social worker are components of the action plan.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://westgate-es.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://westgate-es.pcsb.org/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

By focusing on consistent collaborative planning by staff in Pre-K through Fifth grade, students will consistently receive high quality instruction that is benchmark aligned. During these collaborative planning sessions, student data is utilized to customize interventions both inside and outside of core instruction. These action steps will result in improved learning and closing the achievement gap for students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Title 1 funds are utilized to fund a paraprofessional who will provide additional, targeted, reading instruction to students. Title 1 funds will also be used to provide teachers with job-embedded professional learning that will build capacity for using high impact instructional strategies.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Westgate Elementary collaborates with local agencies to meet a variety of student needs including individual and family counseling, homelessness, as well as food or other needs.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Westgate raises awareness for both college and career through annual participation in the Great American Teach-in. Professionals from around the community are invited to share information about their careers, while sharing their educational paths. College pennants as well as door plates that share our teachers career and education paths, are displayed throughout the school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

A comprehensive multi-tiered system of support is in place at Westgate. The MTSS team meets twice per month to discuss students in need of additional behavior support. Data is reviewed, and action plans that may include FBA's or other intervention plans are developed or revised based on recent observations. The MTSS team is comprised of the school psychologist, the school counselor, social worker and principal. Together we collaborate to provide appropriate supports for students not meeting behavior expectations.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers and staff are offered professional development opportunities through monthly staff meetings and PLC's. Student performance data is regularly reviewed in order to inform action steps, or the need for additional training. Both ESE and ESOL teachers collaborate with general education teachers to ensure that all students have equal access to the essential curriculum.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Westgate Elementary houses one blended Pre Kindergarten program for three-year-olds, as well as one blended VPK classroom and one non-blended VPK classroom. All early childhood classrooms follow a curriculum designed to prepare students for a successful Kindergarten experience.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00