Pinellas County Schools

WESTGATE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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 continure to succeed through quality teaching.

Provide the school's vision statement

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

B. School Leadership Team

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
Holly Oakes

Position Title
Principal

Job Duties and Responsibilities

Shool Leader, Human Resources, Curriculum Support, Operations.

Leadership Team Member #2

Employee's Name
Samatha Henderson

Position Title
Assistant Principal

Job Duties and Responsibilities

School Leader, Curriculum Support, Data Analysis, Student Behavior, PBIS

Leadership Team Member #3

Employee's Name
Deborah Bleckley

Position Title
MTSS Coach

Job Duties and Responsibilities

Monitor the progress of students not meeting standards and to ensure appropriate problem solving and interventions take place to meet student needs.

Leadership Team Member #4

Employee's Name
Connie Bauer

Position Title
K-2 Literacy Coach

Job Duties and Responsibilities

Provides K-2 support for planning, executing and monitoring reading.

Leadership Team Member #5

Employee's Name
Dana Wanek

Position Title
K Team Leader

Job Duties and Responsibilities

Leadership and support on K Team.

Leadership Team Member #6

Employee's Name
Tammy Wilkes

Position Title
1st grade team leader

Job Duties and Responsibilities

Provides leadership and support on 1st grade team.

Leadership Team Member #7

Employee's Name
Katie Wilfert

Position Title
2nd grade team leader

Job Duties and Responsibilities

Provides leadership and support on second grade team.

Leadership Team Member #8

Employee's Name
Christopher Mosher

Position Title
3rd grade team leader

Job Duties and Responsibilities

Provides leadership and support on 3rd grade team.

Leadership Team Member #9

Employee's Name
Patricia Kwapien

Position Title
4th grade team leader

Job Duties and Responsibilities

Provides leadership and support on fourth grade team

Leadership Team Member #10

Employee's Name
Robyn Smith

Position Title
5th grade team leader

Job Duties and Responsibilities

Provides leadership and support on fifth grade team

Leadership Team Member #11

Employee's Name

Jessica Wahnon

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 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 school, family and community stakehoders during School Advisory Council and PTA meetings. Suggestions are requested and documented in meeting minutes. Action steps are time bound and are reviewed at subsequent meetings to monitor progress.

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. *(ESEA 1114(b)(3))*

After collecting data, sharing progress toward goals, and deciding on action steps, key stakeholder groups follow up on a regular basis to to monitor progress toward meeting SIP goals. Documentation of results can be found in meeting minutes from SAC, PTA, and School Based Leadership Team minutes as well as PLC tracking forms.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**51.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	22	35	26	19	21				123
One or more suspensions	0	3	0	0	0	5				8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	1	0	0				1
Level 1 on statewide ELA assessment	0	0	0	3	2	18				23
Level 1 on statewide Math assessment	0	0	0	3	6	16				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	3	2	3						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	3	3	1					9

Current Year 2024-25

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	3	2	6	11				25

Current Year 2024-25

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	3	0	1				4
Students retained two or more times	0	1	0	0	0	0				1

Prior Year (2023-24) 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	
Absent 10% or more school days		27	20	19	14	16				96
One or more suspensions					2					2
Course failure in ELA				1	2	1				4
Course failure in Math				2	2					4
Level 1 on statewide ELA assessment				8	13	22				43
Level 1 on statewide Math assessment				8	20	19				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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		3	10	13				27

Prior Year (2023-24) 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		3	1	8						12
Students retained two or more times										0

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

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	62			52	54	53	52	55	56
ELA Grade 3 Achievement **	75			54	54	53			
ELA Learning Gains	67					62			
ELA Learning Gains Lowest 25%	70				54	54			
Math Achievement *	58			54	61	59	64	51	50
Math Learning Gains	68					65			
Math Learning Gains Lowest 25%	66					60			
Science Achievement *	59			69	62	54	48	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	56			60	64	59	79		80

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	595
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	62%	61%	52%		51%	46%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	49%	No		
English Language Learners	56%	No		
Asian Students	48%	No		
Black/African American Students	51%	No		
Hispanic Students	70%	No		
Multiracial Students	75%	No		
White Students	70%	No		
Economically Disadvantaged Students	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	4	1
English Language Learners	60%	No		
Asian Students	69%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	62%	No		
Multiracial Students	50%	No		
White Students	59%	No		
Economically Disadvantaged Students	59%	No		

	2021-22 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	36%	Yes	3	
English Language Learners	59%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	44%	No		
Hispanic Students	58%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	58%	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. (pre-populated)

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%					56%
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%		75%						
White Students	69%	83%	68%	81%	62%	66%	65%	66%					66%
Economically Disadvantaged Students	59%	69%	64%	69%	53%	71%	65%	57%					67%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	54%			54%			69%					60%
Students With Disabilities	29%	23%			36%								
English Language Learners	54%				43%			62%					81%
Asian Students	67%				61%			80%					
Black/African American Students	25%				35%								
Hispanic Students	57%	60%			57%			61%					75%
Multiracial Students	50%				50%								
White Students	53%	56%			56%			71%					
Economically Disadvantaged Students	47%	50%			50%			64%					83%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%	62%	54%	64%	65%	60%	48%						79%
English Language Learners	52%		65%		70%	70%		20%					79%
Students With Disabilities	29%		50%	33%	33%								
Native American Students													
Asian Students	55%		71%		80%	100%							
Black/African American Students	21%		57%		46%	60%		36%					
Hispanic Students	52%		59%	50%	63%	66%	69%	23%					83%
Multiracial Students	60%				47%								
Pacific Islander Students													
White Students	56%	66%	52%		67%	61%	50%	59%					
Economically Disadvantaged Students	46%		59%	57%	57%	60%	59%	45%					83%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

There was significant improvement in 3rd grade proficiency in ELA. New actions that were taken included comprhensive collaborative planning by teachers as well as offering on-the-spot interventions within core lessons.

Lowest Performance

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

Fifth grade scores in ELA, Math and Science showed the lowest performance. Teacher engagement and lack of comprehensive collaborative planning negatively affected fifth grade performance.

Greatest Decline

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

Perforamance in fifth grade science fell from 69% to 52%. Perforamance between teachers was inconsistent which indicates that some student had more robust science instruction than others.

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.

No Answer Entered

EWS Areas of Concern

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

In the area of Early Warning Systems, our highest priority is to reduce the number of student missing 10% or more of the school day as a result of absences.

Highest Priorities

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

Increase ELA achievement in grades 1 and 5 as measured by STAR and FAST.

Increase math achievement by 10% across all grade levels as measured by STAR and FAST.

Increase science achievement by 10% as measured by the SSAT.

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

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

Instructional Practice specifically relating to standards-aligned instruction was identified as a critical need based on STAR, FAST, and Distict level common assessments and walkthrough data collected during the 23-24 school year. This data showed students performing below grade level in ELA, Math and Science with a need for improved consistency in rigorous tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to grapple with rigorous standards-aligned tasks, and teachers have have the need for more effective teaching strategies to support rigorous standards-aligned task development.

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.

By the end of the 2024-2025 school year overall proficiency in the the areas of reading, math and science in grade 3-5 will improve from 66% to 70%.
First grade reading will improve from 40% of students scoring above the 50% percentile to 55%.
Fifth grade Science will improve from 52% to 60%.

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.

Progress toward meeting this outcome will be monitored through weekly PLC's, facilitited collaborative planning sessions, as well as comprehensive implementation of the MTSS problem solving process.

Person responsible for monitoring outcome

Holly Oakes, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Just-in-time interventions will take place within core instruction in the areas of ELA, Math and Science. Teachers will be provided with guidance and support for selecting students in need, and selecting appropriate tools and strategies.

Rationale:
If teachers provide benchmark aligned rigorous tasks along with timely interventions within core instruction to students on a consistent basis, learning gains as well as proficieny will continue to increase.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Differentiation Within Core Instruction

Person Monitoring:	**By When/Frequency:**
Holly Oakes/Samantha Henderson	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide staff with essential professional development around planning for instruction that consistently provides scaffolds and offers students the opportunity to engage with rigorous, standards-aligned tasks. Impact will be monitored through PLC documentation, administrative walkthroughs with feedback, and data chats around formative and summative assessments.

Action Step #2
Utilization of Model Classroom

Person Monitoring:	**By When/Frequency:**
Holly Oakes/Samantha Henderson	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create model classrooms in each grade level with strategic peer classroom visits to build capacity among stakeholders around best practices for teacher clarity, and effective instructional protocols. School adiminiration will design an effective process for teachers to identify student needs, observe in model classrooms, and debrief with the intent of implementing observed best practices in their classrooms. Peer classroom walkthroughs, data chats and reflective conversations will provide information on progress toward meeting the objective.

Action Step #3
Embed student goal setting in ELA, Math, and Science across grade levels K-2

Person Monitoring:
Holly Oakes/Samantha Henderson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Impact of this action step will be monitored through the creation and regular review of student goal setting sheets, data reviews and classroom walkthroughs.

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

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

Black students are currently performing at a lower level thannon-black students in the areas of ELA, and Math.
In Reading, 40% of black students were proficient while 63% of non-black students were proficient.
In Math, 31% of black students were proficient, while 59% of non-black students were profecient.

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.

Student achievement in Reading and Math in grades 3-5 will improve by 10% as measured by the STAR and FAST assessments. Reading achievement will improve from 40% to 50%, and Math achievement will improve from 31% to 41% for black students.

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.

Data for black students in the areas of reading and math will be reviewed quarterly during PLC's. Specific students will be identified for appropriate interventions, and progress on both formative and summative assessments will be monitored. Student will be targeted based on specific benchmark deficiencies. Teachers will be provided with strategies and tools to address identified student needs.

Person responsible for monitoring outcome

Debbie Bleckley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
District level assessment data will be used to identify black students who require additional interventions to acheive standards. Teachers will meet with the MTSS coordinator as well as District level coaches to determine grouping and instructional practices designed to close the achievement gap.

Rationale:
If Black students receive appropriate, differentiated instruction that is uniquely tailored to their needs, student acheivement will improve for this sub-group.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Skill- specific supports based on individual student data will be implemented for black students.

Person Monitoring:	**By When/Frequency:**
Debbie Bleckley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each quarter, student sub-group data will be reviewed along with discussion and planning around the instructional strategies and interventions that are being offed to identified students.

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

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

 ESE students have lower proficiency rates than non-ESE students. In Reading, 36.4% of ESE students were proficient compared to 67.6% for non-ESE students. In Math, 39.4% of ESE students were proficient compared to 62% proficiency for non-ESE students. There is an identified need to close the performance gap between ESE and non-ESE students.

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 in Reading for ESE students will improve by 10% from 36% to 46%. Proficiency in Math for ESE students will also improve by 10% from 39% to 49%.

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.

Each quarter the performance of ESE students will be discussed in data reviews. Student data on formative and summative assessments will be disaggregated with individualized action plans being developed that include collaboration between both the ESE and regular education teachers.

Person responsible for monitoring outcome

Debbie Bleckley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Appropriate interventions will be provided by both the basic education teacher and the ESE teacher based on diagnostic assessments and the results of formative and summative assessments.

Rationale:
If ESE students receive differentiated interventions that are collaboratively planned by the basic education and ESE teacher, then student achievement data will increase.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Monthly collaborative planning meeting between ESE and basic education teachers.

Person Monitoring:	**By When/Frequency:**
Samantha Henderson	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During each collaborative planning meeting, current formative and summartive data will be reviewed. Benchmark-specific action plans will be made that include the steps that both ESE and regular

education teachers will take to address identified needs.

Action Step #2
Monthly collaborative planning with ESE and non-ESE teachers

Person Monitoring: **By When/Frequency:**
Samantha Henderson

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Formative and summative data will be monitored along with classroom walkthroughs with feedback to ensure identifed action steps are effective.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

First grade students not meeting standards in ELA will receive addtional instruction in the areas of phonemic awareness and phonics to close the achievement gap for 57% of students.

Area of Focus Description and Rationale

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

57% of students in first grade did not meet standards on the state assessment in English Language Arts. Identification of students who will receive support have been identified based on 2024 STAR data. Low performing first grade students require intense intervention in addition to high quality, standards-based instruction outside of core instructional time.

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

Fifth grade students showed a need for additional support in the area of reading as determined by 2024 FAST Reading test results. 51% of fifth grade students did not meet proficiency in ELA as measured by FAST Reading.

Fifth grade students not meeting standards will receive daily intervention in the areas of decoding and vocabulary in order to improve fluency as well as overall comprehension.

Grades K-2: Measurable Outcome(s)

70% of students in K-2 will score at the 50% percentile or above in ELA as measured by the STAR assessment.

Grades 3-5: Measurable Outcome(s)

70% of students in grades 3-5 will score a level 3 or above in the area of ELA as measured by the FAST assessment.

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.

Progress monitoring grades K-2 will be monitored throught the use of ELFAC, running records and classroom assessments. Monthly data reviews will be conducted to discuss progress and plan for effective instruction.

In fifth grade, running records, District module assessments and I-station results will be used to monitor student progress.

Person responsible for monitoring outcome
Holly Oakes

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
In grades K-2, Ufly and Flamingo small group reading strategies will be implemented five days per week during ELA intervention time.

Rationale:
If K-2 students not meeting standards in reading receive regular, instense interventions in the areas of phonemic awareness and phonics, overall reading achievement will improve.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
3rd - 5th grade students who are not meeting standards as measured by I Station and running records, will receive daily intervention in the areas of phonics and vocabulary.

Rationale:
If students in third through fifth grade receive instense intervention in the areas of vocabulary and phonics, overall reading comprehension will improve.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Classroom teachers will meet with low performing K-2 students to offer 30 minutes of intervention daily in the areas of phonemic awarness and phonics (Ufly/Flamingo

Person Monitoring:	By When/Frequency:
Connie Bauer	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will offer 30 minutes of intervention daily during the reading block to students in grades K-2 who are not meeting standards. A record keeping tool will be utilized by all teachers to record interventions, monitor progress and to track the frequency of the interventions offered.

Action Step #2
Fifth grade Interventions

Person Monitoring:	By When/Frequency:
Debbie Bleckley	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After taking the monthly I-Sip, students in grades 3-5 in the lowest 25th percentile will receive targeted interventions in the areas of phonics and/or vocabulary based on I-Sip results.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Historical data indicates that negative behaviors of Westgate students and behavior referrals have been reduced as a result of a comprehensive PBIS program.

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.

Behavior referrals will be reduced from 65 to 55   as a result of the implementation of a multi-faceted

PBIS program.

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.

Behavior referral data will be reviewed and discussed quarterly by the PBIS committee. The PBIS walkthrough tool will be utilized by the PBIS committee once per year to monitor the sucess of the program.

Person responsible for monitoring outcome

Samanth Henderson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The PBIS committee will meet to review the current PBIS program components and make adujustments to the plan as needed. Behavior referral data for each quarter will be used to monitor the success of the program.

Rationale:

If students are provided with guidlines and expectations for a positive school environment with appropriate incentives, then overall student engagement and behavior 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 #1

Implement a Multi-faceted PBIS Program

Person Monitoring:	By When/Frequency:
Samantha Henderson	August 2024-May 2025

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

Implement and Monitor a multi-component PBIS program that includes both classroom and individual performance incentives. Discipline data will be reviewedquarterly, feedback will be elicited from classroom teachers, and student participation in the various incentives will be monitored.

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 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. (ESEA 1114(b)(4))

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

No Answer Entered

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

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. (ESEA Section 1114(b)(7)ii))

No Answer Entered

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.   **No**

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