

School District of Osceola County, FL

# Gateway High School



2017-18 School Improvement Plan

## Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
High School 9-12	Yes	86%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Gateway High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

To enhance the students' academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and increasing diverse society

##### b. Provide the school's vision statement

Gateway High School's vision is The School District's vision which is:  
"Inspiring all learners to reach their highest potential as responsible, productive citizens."

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Throughout the year, Gateway hosts events (curricular and extra-curricular) that allow students and staff to build relationships. The school highlights and emphasizes Hispanic Month in September, Black History Month in February, and teacher-sponsored clubs promote cultural diversity through a presentation of countries around the world featuring native foods, music, art, and clothing displays.

Academically, cross disciplines use literacy skills (reading, writing, speaking and listening), particularly ELA, History, and Science, to research multicultural connections around the world.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The Gateway High School campus is completely secured with fencing in all areas where students transition from class to class. Visitors now have to enter the Administration building and scan a valid ID before entering campus. Visitors are then given temporary IDs that must be worn and visible while on campus. Administrators and staff conduct walkthroughs of common areas and classrooms to ensure that students are safe.

We have a strongly enforced "No-Bullying" policy.

There is a "Zero-Tolerance" policy for fighting, resulting in our school leading with the lowest incidences of fighting in the district.

Our campus has personnel present for all after-school events. Students who stay after school for teacher remediation are supervised by the teacher and escorted to student pick-up.

School administrators and teachers model how to treat others through mutual respect and common courtesy.

Students are greeted individually by many adults throughout the day.

PBIS at GHS involves individual recognition of students by teachers and administrators. PBIS happens through formal and informal facets. Formally, students are recognized by teachers for positive changes in behavior, attendance, and/or academic data through the GHS' Positive Panther system in Orbit. Certificates that identify why students were chosen are given by administration and

then presented in class by the awarding teacher. Informally, students are recognized by teachers and staff through verbal communication in the hallways, cafeteria, and classrooms, etc. Informal recognition happens immediately (at the time a positive event occurs).

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Student behavior is tracked throughout the year via the MTSS program. MTSS is a data-based problem-solving model for providing varying levels of intensities (tiers) of academic and/or behavioral support matched to student needs. Stakeholders engage in instructional planning and problem-solving to ensure student success by efficiently allocating resources. MTSS encompasses existing school-wide systems such as FCIM and PBIS. This intervention program provides strategies that match each student's needs.

Additionally, Gateway uses the Orbit merit and demerit system to input and track minor incidents within the classroom and throughout the campus. Students are taught how to access the system in order to monitor their behavior and are reminded about the system throughout the year.

Staff are provided with training on how to deal with discipline issues in the classroom and throughout the campus. Class expectations and rules are introduced during the first week of school and teachers enforce classroom management protocols throughout the year. These expectations and processes are reviewed during the year with both students and staff.

Gateway will continue to implement an Advisor/Advisee Program in which teachers serve as advisors. Advisor teachers are responsible monitoring individual student data and conducting data chats with individuals who may need academic and/or behavioral support. Teachers will document their interactions/interventions in Orbit. Teachers will help build motivation, assist students in setting academic and personal goals, support students in tracking their progress, and facilitate the reflective process. The school will provide guided activities to assist. Twenty minutes per will be built into the school on Mondays and Fridays to promote data chats and advisor/advisee time.

To be formally recognized through the PBIS system, students should be on-track for graduation (credits and GPA), have no current demerits, and maintain at least a 95% attendance rate. To be informally recognized, students only need to commit a positive behavior; this can entail academics, attendance, and/or behavior.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Gateway uses the MTSS process to identify students who are in need of support through counseling, mentoring and/or other student services.

Additionally, 20 minutes of Academic Advisory/MTSS time have been built into the school schedule on Mondays and Fridays. During this time, teachers will conduct data chats with students, mentor students, and help motivate students.

The MTSS intervention team consists of: guidance counselors, program specialists/coordinators, discipline deans, department chairs, academic coaches, and administrators. The MTSS Intervention Team supports teachers and students in the Advisor/Advisee Program by offering specialized interventions and one-on-one mentoring. The team meets one Thursday per month to problem-solve issues concerning individual students, and to monitor system-wide MTSS structures.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Gateway uses Focus information management system (academic, discipline, attendance and grades), FSA and EOC (assessment data) to determine students in need of additional support for success. Also included in the early warning indicators are students who have a GPA < 2.0 and students who are not in the correct cohort.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	184	182	382	876
One or more suspensions	0	0	0	0	0	0	0	0	0	36	75	48	50	209
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	53	49	47	154
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	188	258	297	252	995
Not in Correct Cohort	0	0	0	0	0	0	0	0	0	16	23	29	31	99
GPA < 2.0	0	0	0	0	0	0	0	0	0	119	135	128	24	406

##### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	73	143	152	228	596

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Gateway has implemented an Advisor/Advisee Program to provide support to all students. However, those identified by the Early Warning System will receive individual attention. Students who exhibit two or more early warning indicators are given additional support through the MTSS process, guidance, and student services. Additional support includes biweekly data chats and data driven interventions.

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

#### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

##### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

### **1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430763>.

### **2. Description**

A PIP has been uploaded for this school or district - see the link above.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Title I schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on training activities that guide parents to participate in the academic achievement of their children. District Title I training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events that the school hosts to involve parents in their child's academic progress along with community outreach and integration.

All parents are also invited to participate in the preparation of the school compact. The compact consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and educational responsibilities. It is discussed and signed by every student, parent and teacher. The compact is sent home for parent review.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Meadows, Larry	Principal
Briggs, Shelly	Dean
Coleman, Tiana	Guidance Counselor
Jacobson, Dana	Instructional Coach
James, Travis	Other
Laser, Sabine	Dean
Linville, Brad	Dean
Mehta, Nahida	Instructional Coach
Paul-Zin, Georgette	Assistant Principal
Phillip, Omar	Guidance Counselor
Razack, Shaleeza	Instructional Coach
Richard, Andrea	Guidance Counselor
Russell, Robert	Teacher, K-12
Saltsman, Eric	Instructional Coach
Stazko, Norine	Teacher, K-12
Suarez, Maritza	Teacher, K-12
Dejesus Serrano, Rosa	Teacher, K-12
Erdmann, Dorie	Teacher, K-12
Merced, Jesus	Teacher, K-12
Piper, Heather	Instructional Coach
Silen, Nilda	Teacher, K-12
Strickland, Felicidad	Teacher, K-12
Hoffman, Deborah	Instructional Coach
Kelly, Ramses	Dean
Towers, Esther	Dean
Marino, Angela	Assistant Principal
Glassburn, Michael	Dean

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The leadership team is comprised of Guidance Counselors, Deans of Students, School Resource Officer (SRO), Specialists, Academic Coaches, School Psychologist, and Administrators. Each member of the team is responsible for taking an active role in student achievement. Members will not only monitor students' academic progress, but also the students' behavioral progress. Documentation of individual student intervention will be recorded in Orbit. The MTSS team will monitor student academic progress by reviewing academic data from Focus and discipline data from Orbit. After each nine weeks, data will be reviewed with students. The team will conduct individual conferences with students who are not showing progress in core areas. Students with D and F grades will be targeted and parent-teacher conferences will be conducted as needed.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

In addition to meeting with mentee students on a regular basis, the leadership team meets at least one Thursday per month to identify additional needs of the student population. Student data is analyzed in order to formulate the necessary steps to provide services for students. Several data sources are used to summarize data at each tier for reading, mathematics, science, writing, attendance, and behavior. Data from state assessments, Reading Plus, Think Through Math, and attendance and discipline records are used in the screening process. Low performing students who fall below a 2.0 GPA or are not in the correct cohort are monitored closely via our school-based mentoring program.

**Title I, Part A**

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

**Title I, Part C-Migrant**

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

**Title I, Part D**

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

**Title III**

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students. IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

**Title IX**

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Heather Piper - Secretary	Teacher
Larry Meadows - Principal	Principal
Donald Soondar - SAC Chair	Parent
Shaleeza Razack	Teacher
David Saltsman	Teacher
Natali Moraes	Parent
Wyeleen Shaban	Parent
Dana Jacobson	Teacher
Angela Marino	Principal
Joy Hoyes	Parent
Bruno Santos	Parent
Grisel Castro	Parent
Astrid Lopez	Parent
Dolores Yovino	Teacher

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The SAC will review the 2017-2018 proposed school improvement plan at the first meeting of the academic year on September 12, 2017 at 6:30 p.m., in the Media Center.

##### b. Development of this school improvement plan

SAC members assist in the preparation and evaluation of the school improvement plan in accordance with the members' titles and associated responsibilities as described below.

Principal: 1) Provides leadership in school improvement matters, 2) Involves all stakeholder groups in determining school priorities, and 3) Creates a student and parent friendly environment

SAC Chair: 1) Conducts SAC meetings, 2) Ensures all stakeholders have an opportunity for input of ideas, and 3) Reviews and completes SAC meeting minutes.

Teachers/Staff: 1) Provide input and share key information with SAC members

Students: 1) Share the student perspective for overall improvement of the SIP

*c. Preparation of the school's annual budget and plan*

The prepared budget will be reviewed by SAC at the first meeting of the 2017-2018 academic year.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

SAC funds were used for the the following projects:

1. Send students to Odyssey of the Mind competition
2. Purchase signs and banners for promotion of SAC and Title I Meetings
3. Purchase IB medals for senior recognition
4. Support French Department's "Le Chop" classroom incentive program
5. Send students to state drama competition
6. Support Biology Department's common lab initiative
7. Purchase "I AM WANTED" t-shirts for seniors with post-secondary plans

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Meadows, Larry	Principal
Jacobson, Dana	Instructional Coach
Razack, Shaleeza	Instructional Coach
Saltsman, Eric	Instructional Coach
Piper, Heather	Instructional Coach
Hoffman, Deborah	Instructional Coach
Cobb, Doris	Instructional Media
Marino, Angela	Assistant Principal
Linville, Brad	Assistant Principal
Paul-Zin, Georgette	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

A major initiative of the Literacy Leadership Team is to increase rigorous reading and writing in all content areas. Cross-curricular PLCs will increase collaboration to expand and support reading across the contents.

Additionally, Gateway hosts and participates in a variety of literacy events that highlight fluency in reading, writing, and speaking. See below.

1. Battle of the Books- a district-wide competition where students read 15 books selected by library association of Florida.
2. Literacy Week- A week-long, January initiative in which students participate and read favorite books in class.
3. SAC- The celebration of Literacy by the Student Advisory Council promotes reading through the December break by giving away free books and literacy-related materials.
4. Read Across America-Senior students promote literacy by reading to elementary, feeder schools, K-2nd grade.
5. The Literacy team reviews summative and formative assessment data to identify students for accelerated Tier 2 and Tier 3 intervention by the MTSS team.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

1. PLCs - The Professional Learning Communities will be a deliberative, structured instructional period that allows teachers to share teaching practices, such as analyzing common assessment data, reviewing successful lesson plans, and collaborating on remedial strategies. Reteaching based analysis of common assessment data will be a primary focus.
2. Planit - Teachers utilize a teacher collaboration engine designed exclusively for Gateway High School. Teachers are able to publish their weekly lesson plans, share ideas, strategies, and give constructive feedback. This system encourages collegial reflections and promotes positive interactions between colleagues through both PLC discussions and peer lesson plan reviews. There is a teacher dashboard where teachers can see their metrics stacked against the school averages. Additionally, administrators and teachers can engage in dialogue on the dashboard.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

#### 1. Recruiting process

Administrators attend job fairs, recruitment events and screen applicants for highly effective skills and certifications.

#### 2. Interview process

Applying teachers are interviewed by the administration personnel for key components: teacher efficacy, effectiveness, and content knowledge.

#### 3. Development Process

Frequent workshops, educational consultants such as Marzano and Standards-based experts, are used to inform and support teachers on educational practices throughout the year. Trained, highly effective teachers support new educators.

#### 4. Retention Process

Recognition of teacher successes will be highlighted in full school PLCs through Gateway's 'I CAN' badging system. In this system teachers can be recognized for mastery of up to 12 designated core competencies. Teachers become peer leaders and mentors as they develop their teaching portfolios. Teacher appreciation increases school culture and morale.

Teachers needing additional professional development are identified and provided support through

academic instructional coaching interventions via coaching cycles that include conferences, modeling, and reflections.

Struggling teachers are offered assistance to foster improvement with oversight provided by administrators.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Teacher Mentoring Program provides support and strategies for new teachers. Mentor teachers use their professional experience and skills to familiarize new teachers with items such as: the school's mission and vision, lesson planning strategies, school technology and interface engines, and classroom management strategies.

New teachers are paired with experienced teachers who are instructing in the same core content.

The planned mentoring activities include conferencing, instructional discussions on completing new teacher portfolio, informal walk-throughs, and/or classroom observations. Teacher mentors are required to complete the district training titled "Clinical Educator Training."

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Gateway ensures its core instructional programs and materials are aligned to Florida Standards by utilizing district-adopted curricular materials.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Gateway High School uses common assessment data in core subjects of Reading, Math, U.S. History, and Biology to guide instruction. Teachers use data to determine when remediation and enrichment lessons are necessary, thus targeting the needs of all students. Some examples of modified instruction would be re-teaching small groups, teacher-centered pairing for one-on-one instruction, the use of interactive technology that reinforces the needed skill, and practice work to build subject fluency.

##### ***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 9,200**

Gateway High School will host Panther Success during time frames leading up to the FSA, EOCs, PERT, and/or ACT and SAT exams. The program is aimed at improving student academic achievement through remediation of state mandated content and supporting college-bound students with exam strategies for college entry exams. The school will target students who are identified as needing to pass an FSA or EOC assessment. The sessions will take place on Monday, Tuesday, and Thursday afternoons from 2:30-4:30 p.m. in teachers' classrooms. Teachers will use research-based strategies and benchmark aligned curricula to increase student achievement. The program will be marketed to students via posters, automated calls, flyers, and invitations to students' homes. The school will strongly recommend targeted students attend the tutorial program by sending letters home to parents.

***Strategy Rationale***

The program aims to support struggling learners in core subjects (Reading, Math, U.S. History, and Biology). Data reports have been developed to identify struggling learners through a number of indicators, including but not limited to, high absenteeism, low level of engagement, 2 failures or more in core classes, low GPA, and low scores in state-assessed subjects in Reading and Math.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Marino, Angela, [marinoa@osceola.k12.fl.us](mailto:marinoa@osceola.k12.fl.us)

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data will be analyzed according to the following exam outcomes:

- 1) FSA exam scores (summative)
- 2) EOC exam scores (summative)
- 3) ACT and SAT scores (summative)
- 4) Mini-assessment data (formative)

If this program is deemed to be effective, it is expected that students will increase exam scores on the targeted assessment by at least 10%.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,000

Saturday review sessions will begin in spring and courses offered will correlate to the testing schedule. All students will be targeted, namely all tested core subjects, IB subjects, and AP subjects. Weekend courses will be three hours long and each subject will have at least two sessions. Courses will be provided for remediation and/or review for areas of curriculum that were statistically weak during the academic year. Because the courses will be a minimum of two sessions, a great deal of material can be covered and practiced. Teachers who are certified in the specified subjects and who are familiar with required benchmarks will lead the review sessions.

### **Strategy Rationale**

The aim of the Saturday sessions will be to target all academic levels of the GHS student body. There will be opportunities for students in need of ongoing remediation to meet graduation requirements, as well as, opportunities to assist AP and IB students in passing advanced exams.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Marino, Angela, marinoa@osceola.k12.fl.us

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be analyzed according to the following exam outcomes:

- 1) FSA exam scores (summative)
- 2) EOC exam scores (summative)
- 3) ACT and SAT scores (summative)
- 4) Mini-assessment data (formative)
- 5) AP subject results (summative)
- 6) IB subject results (summative)

If this program is deemed to be effective, it is expected that students will increase exam scores on the targeted assessment by at least 10%.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

9th grade

1. 9th Grade Enrichment Summer course, the 7 Habits of Highly Effective Teens, taught to aid incoming freshmen into high school.
2. District-led, vertical alignment training to support incoming freshmen and seniors.
3. Collaborate with our feeder middle schools to identify students who need additional support.
4. Special Open House for 9th graders and their parents to take place in September 2017. Agenda

items include: graduation requirements, attendance/discipline information, getting a tour to familiarize them with the campus, establish awareness of extracurricular activities, and introduce staff and administrators.

12th grade

1. Career Specialist provides one-on-one resources and support, such as SAT and ACT waivers for seniors.
2. The Career Specialist hosts Career Day, FAFSA Frenzy, and College Fair to provide information on career opportunities and college tuition information.
3. Gateway High School is also a campus host for Hispanic College Day. College recruiters address Hispanic students' needs for possible college enrollment.

## **b. College and Career Readiness**

### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Each year students are given an updated course request form, as well as, a detailed course catalog to help in planning and scheduling classes. Counselors meet with students individually to review academic transcripts, make recommendations, and discuss academic and career planning. Additionally, each student is given a four year plan to assist with academic planning and credit checks are routinely performed to ensure students are on target to graduate.

Gateway has an ongoing relationship with Valencia College to ensure our students are prepared for post- secondary education.

### **2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Gateway High School provides programs designed to help students connect the importance of courses to future career goals and aspirations post secondary level graduation:

1. Career and Technological Education (CTE)- A program that provides career and technical education for students with aspirations of succeeding a specific workforce, including training for workforce occupations and industry certifications. Support for students include teacher and counselor assistance and industry informational sessions.
2. Advancement Via Individual Determination (AVID)- A district-wide college preparatory program for at-risk students which provides emotional and familial support, academic and learning strategies, increased rigorous curriculum, and outreach opportunities for first generational college goers. Its goal is to decrease the achievement gap while preparing students for college readiness and a global society. Students agree to follow the rules of the AVID program and, with the support of their parents/ guardians, actively participate in mission and goals of the program which include mandatory volunteer hours. The AVID facilitator, the students' advocate, works closely with parents. The AVID Coordinator and Assistant Principal of the school offer active support for this team of students.
3. Advanced Placement (AP)- A college-preparatory program for students who take advanced courses that can be applied to a college course. The students receive college credits once they have successfully passed the class and AP exam.
4. Dual Enrollment- This program allows students who successfully pass the PERT assessment and have a certain GPA to attend both in high school and college. Students can earn college credits while in high school. This program includes counselor-supported direction and guidance.
5. International Baccalaureate (IB) -This program enhances students' academic, social, artistic, and technological needs to meet the challenges of a rapidly changing and increasingly diverse society. This program is facilitated by an IB Coordinator who provides guidance, graduation information, and academic support.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Gateway High School has school-wide initiatives in place to improve post-secondary readiness.

1. Cornell Notes is a school-wide initiative using a formalized note-taking process which allows students to summarize information, gather main details of a lesson, and prepare for tests.
2. Gateway High School became part of the 4H-Tech Wizards during the 2015-2016 academic year. Tech Wizards is a grant program that will involve collaboration between University of Florida, 4H, and Gateway High School. STEM will be the primary focus. There will be one mentor, who is a field specialist, for every four students. This mission of the program is to foster students who are "interested in the emerging technology as a way of involving underrepresented youth and their families in learning basic life and workforce skills and aspiring to post-secondary education, productive jobs and careers, and community engagement."
3. The Art and Science of Teaching (Marzano, 2007) is a district wide implementation of professional growth development for teachers. It consists of learning goals, methods for tracking student progress, and ways to celebrate student success. Teachers are supported in identifying deliberate practice goals, establishing and maintaining classroom rules and procedures, helping students interact with new knowledge, and communicating high expectations for all students. Teachers' practice is tracked through observations and walk-throughs; coaches support and assist teachers who vary in proficiency and abilities.
4. Panther Success is a school-based after-school initiative to prepare students to successfully pass EOC Exams and be prepared for college-level courses.
5. Smarthinking Tutorial Online Program - A District-sponsored tutorial program that all students can utilize for assistance in writing and math courses.
6. AVID- Advancement Via Individual Determination is a school program where students are interviewed and enter into a contract to accept support within the program, actively participate in academic learning strategies to improve their GPA, and prepare for academic success at the college level. Students are recommended by teachers and staff who recognize their potential and need for assistance.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

1. English 4 College Prep classes that have rigorous reading and writing components.
2. The AVID and IB programs prepare students for collegiate work.
3. Math for College Success and Math for College Readiness help prepare students for college level math.
4. Gateway High School provides after school tutoring to assist students in passing ACT, SAT, and PERT.
5. Students take intensive classes so that they can meet graduation requirements.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student achievement and learning gains will improve when teachers consistently provide students with standards-based core instruction, including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards . \* Math Proficiency: 40% to 42% \* Math Learning Gains: 48% to 50% \* Math Learning Gains (Lowest 25%): 43% to 45% \* ELA Proficiency: 43% to 45% \* ELA Learning Gains: 44% to 48% \* ELA Learning Gains (Lowest 25%): 37% to 40%
- G2.** Student engagement will improve when teachers and administrators work together with students to provide necessary tools that build individual capacity and create methods to self-monitor.
- G3.** The graduation rate will improve when students successfully complete state assessments and all graduation requirements, and the percentage of college and career-ready students will increase. \*Graduation Rate: 87% to 90% \*High School Acceleration: 47% to 55% \*Percent Tested: Meet 95% minimum testing requirements \*9th Grade IB Enrollment: 70 to 100 (projected number of students)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Student achievement and learning gains will improve when teachers consistently provide students with standards-based core instruction, including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards . \* Math Proficiency: 40% to 42% \* Math Learning Gains: 48% to 50% \* Math Learning Gains (Lowest 25%): 43% to 45% \* ELA Proficiency: 43% to 45% \* ELA Learning Gains: 44% to 48% \* ELA Learning Gains (Lowest 25%): 37% to 40% **1a**

G089593

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	42.0
Math Lowest 25% Gains	43.0
FSA ELA Achievement - ELL	10.0
Math Gains	48.0
FSA ELA Achievement - SWD	15.0
Algebra I EOC Pass Rate	33.0
ELA/Reading Lowest 25% Gains	40.0
Geometry EOC Pass Rate	40.0
ELA/Reading Gains	48.0
Bio I EOC Pass	78.0
U.S. History EOC Pass	72.0
4-Year Grad Rate (Standard Diploma)	90.0
High School Acceleration	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Gateway High School's primary barrier is the different levels of implementation of teacher led targeted instructional strategies in core content areas. These may include: providing access to guaranteed and viable curriculum, using common formative assessments and monitoring data, sharing of best teaching practices, and/or reteaching according to formative assessment data.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Gateway High School is a Title 1 School.
- Gateway High School has 3 Content Area Instructional Coaches for: literacy (1), math (1), and science (1).
- Gateway High School has 2 School-Wide Learning Resource Specialists for: MTSS (1), and PLC (1)
- Gateway High School has ELL and ESE programs.
- Gateway High School makes use of extended learning opportunities (after-school, weekend, and summer).
- Gateway High School has 4 school-based leadership teams (Curriculum & Instruction, Academic Programs, MTSS, and Department Heads).
- Gateway High School uses an online lesson plan management system to assist in developing high quality, standards-based lessons.
- Gateway High School has an Advisor / Advisee Program to help all students meet course expectations and track progress.

- Gateway High School has implemented ELL Sheltered classrooms to assist students with language acquisition in content areas.
- Gateway High School offers and supports professional development.

**Plan to Monitor Progress Toward G1. 8**

Gateway's leadership team will have quarterly calibration meetings with district resource personnel and administrators to review the progress of meeting the goal of having school-wide implementation of standards-based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards within content area classrooms.

**Person Responsible**

Larry Meadows

**Schedule**

Quarterly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: meeting minutes and reflective feedback left by District leadership.

**G2.** Student engagement will improve when teachers and administrators work together with students to provide necessary tools that build individual capacity and create methods to self-monitor. 1a

G089594

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	25.0
One or More Suspensions	5.0
Students exhibiting two or more EWS indicators (Total)	18.0

**Targeted Barriers to Achieving the Goal** 3

- Students have different levels of engagement and/or personal capacity to self-monitor behavior, attendance/tardiness, and/or academic success.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teachers will provide attendance feedback to students via MTSS advisory time.
- Orbit data tracking system will be used to track behavior, attendance/tardiness, and grades.
- Focus will be used to track grades and attendance.
- Deans will provide actionable consequences for misbehavior.

**Plan to Monitor Progress Toward G2.** 8

Weekly attendance rates will be monitored as part of standard operating procedures.

**Person Responsible**

Larry Meadows

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

The Orbit data tracking system will be used to track and record attendance and tardy patterns.

**G3.** The graduation rate will improve when students successfully complete state assessments and all graduation requirements, and the percentage of college and career-ready students will increase.

\*Graduation Rate: 87% to 90% \*High School Acceleration: 47% to 55% \*Percent Tested: Meet 95% minimum testing requirements \*9th Grade IB Enrollment: 70 to 100 (projected number of students)

1a

G089595

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
High School Acceleration	55.0

**Targeted Barriers to Achieving the Goal** 3

- Students may be unaware of the graduation requirements for their cohort.
- Students may have a low GPA, low credits, not passed state assessments, or not completed their online course.
- Students may be unaware of acceleration opportunities that will help them prepare for college and/or career.
- Insufficient data verification processes may cause reporting of incorrect data.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Gateway High School uses IMPACT labs to help students recover credits and GPA.
- Students and teachers can use Orbit to check a student's graduation readiness, and identify what criteria they still may need for graduation.

**Plan to Monitor Progress Toward G3.** 8

Gateway High School will use EWS data to target students who may not be on track. The administrative MTSS team will meet biweekly to evaluate student progress and develop strategies to assist those who are not on track for graduation. Guidance counselors will meet with each junior and senior to check credits and ensure students are on track for graduation readiness. Additionally, classroom teachers will use the Orbit tracking system to update students on their graduation readiness. IB and AP recruitment will continue throughout the year.

**Person Responsible**

Brad Linville

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MTSS meeting minutes will be recorded. Guidance counselors will record discussions with students regarding graduation readiness in Orbit. Classroom teachers will record notes regarding MTSS/AA discussions in Orbit. Success will be noted when each targeted child is successful in terms of graduation readiness. New AP and IB enrollment will be evaluated in May 2018.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
                                         Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement and learning gains will improve when teachers consistently provide students with standards-based core instruction, including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards . \* Math Proficiency: 40% to 42% \* Math Learning Gains: 48% to 50% \* Math Learning Gains (Lowest 25%): 43% to 45% \* ELA Proficiency: 43% to 45% \* ELA Learning Gains: 44% to 48% \* ELA Learning Gains (Lowest 25%): 37% to 40% **1**

 G089593

**G1.B1** Gateway High School's primary barrier is the different levels of implementation of teacher led targeted instructional strategies in core content areas. These may include: providing access to guaranteed and viable curriculum, using common formative assessments and monitoring data, sharing of best teaching practices, and/or reteaching according to formative assessment data. **2**

 B238741

**G1.B1.S1** By deliberately reviewing DuFour's Essential Questions as a team, teachers will increase their capacity in delivering standards-based core instruction with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards. **4**

 S251509

### **Strategy Rationale**

By reviewing DuFour's essential questions and building teacher capacity, students will receive targeted instruction with engaging tasks and assessments that generate data to guide further instruction.

DuFour's Essential Questions:

1. What do we expect students to learn?
2. How do we best facilitate our students' learning?
3. How do we know they are learning?
4. How do we respond when they don't learn?

### **Action Step 1 **5****

Instructional Coaches will develop a professional development calendar to build staff capacity in delivering standards-based instruction with rigorous tasks and expand the use of formative assessments to guide reteach and instruction.

Calendars will be provided to teachers via email.

#### **Person Responsible**

Brad Linville

#### **Schedule**

Monthly, from 8/16/2017 to 5/30/2018

#### **Evidence of Completion**

Evidence will include: a professional development calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.

**Action Step 2** 5

Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications, and for collaboratively working on effective questioning techniques to raise cognitive complexity.

Professional Development opportunities will focus on reviewing best practices for creating common assessments, analyzing data, and reteaching based on data outcomes. These opportunities will allow teachers of the same subject to come together, share best practices, learn new strategies, and make resources for their classrooms.

**Person Responsible**

Brad Linville

**Schedule**

Weekly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: a PLC calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.

**Action Step 3** 5

Administration will develop a format/agenda for PLCs that will provide guiding questions in the development of standards-based lessons, uses the Problem Solving Process to analyze progress-monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants.

PLC teacher leads will be provided with an after school PD opportunity to learn how to guide others through benchmark deconstructions, creating common assessments, analyzing data, and reteaching. Stipends will be provided when possible.

**Person Responsible**

Larry Meadows

**Schedule**

Monthly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: a PLC calendar, agendas, and minutes.

**Action Step 4** 5

Administration and Instructional Coaches will develop and implement a classroom walk-through schedule for the leadership team to identify teachers delivering standards-based instruction with rigorous tasks and assessments as learned in professional development.

Teachers will be notified in advance of major campus walk-throughs, but will still receive weekly impromptu walk-throughs without prior notification. Additionally, teachers will be provided with the walk-through look-for forms from the school and the district. While the forms mirror each other, the school's form is more specific to the unique needs of the school. Walk-through feedback will be provided to teachers within 24 hours and will include constructive feedback. Walk-throughs and their resulting data will be part of routine PLC conversations.

**Person Responsible**

Brad Linville

**Schedule**

Biweekly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: a classroom walk-through schedule and lesson plans identifying standards-based instruction.

**Action Step 5** 5

Administration and Instructional Coaches will develop a schedule for implementing the coaching cycle with teachers identified as needing support. Support will be differentiated based on classroom walk-throughs and student achievement data.

**Person Responsible**

Brad Linville

**Schedule**

Monthly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: coaching plan/schedule and classroom walk-through data documenting increase in implementation of support.

**Action Step 6** 5

The leadership team will continue to conduct classroom walk-throughs and increase levels of instructional feedback.

**Person Responsible**

Brad Linville

**Schedule**

Weekly, from 8/16/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include: a classroom walk-through schedule, data on classroom walk-throughs and school trends, written feedback to teachers. Teachers will be notified in advance of major campus walk-throughs, but will still receive weekly impromptu walk-throughs without prior notification. Additionally, teachers will be provided with the walk-through look-for forms from the school and the district. While the forms mirror each other, the school's form is more specific to the unique needs of the school. Walk-through feedback will be provided to teachers within 24 hours and will include constructive feedback. Walk-throughs and their resulting data will be part of routine PLC conversations.

**Action Step 7** 5

ESE and ELL student performance data will be disaggregated biweekly and addressed in PLCs.

**Person Responsible**

Brad Linville

**Schedule**

Biweekly, from 8/16/2017 to 5/30/2018

***Evidence of Completion***

Student performance data

**Action Step 8** 5

ELL sheltered classes will be maintained to address NES and LES student needs.

**Person Responsible**

Brad Linville

**Schedule**

Daily, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Master schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration will conduct classroom walk-throughs to determine the level of implementation of standards-based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

**Person Responsible**

Larry Meadows

**Schedule**

Weekly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: classroom walk-through data documenting the use of strategies in the classroom. By October, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Instructional Coaches, Department Chairs, and teachers will review mini-assessment data.

**Person Responsible**

Brad Linville

**Schedule**

Biweekly, from 8/16/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include: data that shows student improvement of skills assessed.

**G2.** Student engagement will improve when teachers and administrators work together with students to provide necessary tools that build individual capacity and create methods to self-monitor. **1**

 G089594

**G2.B1** Students have different levels of engagement and/or personal capacity to self-monitor behavior, attendance/tardiness, and/or academic success. **2**

 B238743

**G2.B1.S1** Students have different levels of engagement and/or personal capacity to self-monitor behavior, attendance/tardiness, and/or academic success. **4**

 S251510

### **Strategy Rationale**

Behavior, attendance and academic performance will be shown to students during advisory time. As part of a weekly routine, through the use of the Orbit monitoring system, students, teachers, and administrators will be able to identify correlating trends in behavior, attendance and academics.

### **Action Step 1** **5**

Advisory time will occur once per week, between second and third periods on Mondays. Teachers will help students learn to self-monitor behavior, attendance, and grades.

#### **Person Responsible**

Larry Meadows

#### **Schedule**

Weekly, from 8/14/2017 to 5/28/2018

#### **Evidence of Completion**

Orbit and Focus reports will be used to review data.

### **Action Step 2** **5**

The MTSS team will help students devise a student action plan that includes weekly goal-setting and self-monitoring.

#### **Person Responsible**

Larry Meadows

#### **Schedule**

On 5/28/2018

#### **Evidence of Completion**

Monthly student planning sheets will be handed in to teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Fidelity will be supported through documentation of minutes and statistics in Orbit.

**Person Responsible**

Larry Meadows

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Snapshots of behavior, grades, and attendance will be taken each week in Orbit.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

School-wide data will be reviewed monthly.

**Person Responsible**

Larry Meadows

**Schedule**

Monthly, from 8/21/2017 to 5/30/2018

***Evidence of Completion***

School-wide attendance data will be reviewed monthly. Trends will be noted and strategies will be adjusted as required.

**G2.B1.S2** Deans will provide actionable consequences for misbehavior. 4

S251511

**Strategy Rationale**

Consistent consequences to students who misbehave will decrease the overall number of incidents marked in Focus and/or Orbit.

**Action Step 1** 5

Deans will provide actionable consequences to students who are tardy. Consequences will be noted and tracked in Orbit.

**Person Responsible**

Georgette Paul-Zin

**Schedule**

Daily, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Orbit and Focus data reports

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

The Orbit data tracking system will be used to track demerits for attendance/tardy violations.

**Person Responsible**

Shelly Briggs

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Attendance/tardy patterns will be noted as part of daily routine via Orbit and Focus reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

The Orbit data tracking system will be used to identify attendance and tardy patterns and associated consequences.

**Person Responsible**

Georgette Paul-Zin

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Trends in data for attendance and tardy patterns will be followed as part of standard operating procedures.

**G3.** The graduation rate will improve when students successfully complete state assessments and all graduation requirements, and the percentage of college and career-ready students will increase. \*Graduation Rate: 87% to 90% \*High School Acceleration: 47% to 55% \*Percent Tested: Meet 95% minimum testing requirements \*9th Grade IB Enrollment: 70 to 100 (projected number of students) 1

G089595

**G3.B1** Students may be unaware of the graduation requirements for their cohort. 2

B238744

**G3.B1.S1** Students and teachers can check an individual student's graduation readiness on Orbit to see what criteria they need for graduation. 4

S251515

**Strategy Rationale**

Orbit identifies what criteria is needed per cohort and what has been met so far.

**Action Step 1 5**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G3.B3** Students may be unaware of acceleration opportunities that will help them prepare for college and/or career. 2

B238746

**G3.B3.S1** Administration and counselors will increase enrollment into accelerated courses such as AP and IB, via expanded recruitment and broader identification of student abilities. 4

S251517

### Strategy Rationale

Educating students and their families on available acceleration opportunities, requirements, and benefits may lead to an increase in enrollment in these programs.

### Action Step 1 5

GHS will increase the number of 9th grade students enrolled in the IB Program from 68 to 100 by implementing an expanded recruitment process for pre-IB.

#### Person Responsible

Brad Linville

#### Schedule

Monthly, from 9/4/2017 to 7/31/2018

#### Evidence of Completion

Student schedules

### Action Step 2 5

GHS will increase the number of students enrolled in AP classes from 510 to 829 by increasing the number of course offerings in AP (Human Geography, AP Literature, AP Spanish, AP Government).

#### Person Responsible

Brad Linville

#### Schedule

Semiannually, from 1/8/2018 to 7/31/2018

#### Evidence of Completion

Student schedules and master schedule

**Action Step 3** 5

GHS will add PLTW courses to the master schedule.

**Person Responsible**

Brad Linville

**Schedule**

Annually, from 1/8/2018 to 7/31/2018

***Evidence of Completion***

Master schedule

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Review of Master Schedule

**Person Responsible**

Brad Linville

**Schedule**

Semiannually, from 8/14/2017 to 7/31/2018

***Evidence of Completion***

Student schedules and master schedule

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

IB and AP coordinators will work with teachers in the high school and counselors/teachers in the middle schools to identify students who are strong candidates for either program.

**Person Responsible**

Brad Linville

**Schedule**

Semiannually, from 1/8/2018 to 7/31/2018

***Evidence of Completion***

Master schedule and student schedules

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S1.A1  A328639	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.A1  A328637	Deans will provide actionable consequences to students who are tardy. Consequences will be noted...	Paul-Zin, Georgette	8/10/2016	Orbit and Focus data reports	5/30/2017 daily
G2.B1.S2.MA1  M344889	The Orbit data tracking system will be used to identify attendance and tardy patterns and...	Paul-Zin, Georgette	8/10/2016	Trends in data for attendance and tardy patterns will be followed as part of standard operating procedures.	5/30/2017 weekly
G2.B1.S1.A2  A334328	The MTSS team will help students devise a student action plan that includes weekly goal-setting and...	Meadows, Larry	8/21/2017	Monthly student planning sheets will be handed in to teachers	5/28/2018 one-time
G2.B1.S1.A1  A328636	Advisory time will occur once per week, between second and third periods on Mondays. Teachers will...	Meadows, Larry	8/14/2017	Orbit and Focus reports will be used to review data.	5/28/2018 weekly
G2.B1.S1.MA1  M344887	School-wide data will be reviewed monthly.	Meadows, Larry	8/21/2017	School-wide attendance data will be reviewed monthly. Trends will be noted and strategies will be adjusted as required.	5/30/2018 monthly
G1.B1.S1.A2  A328629	Administration will provide collaborative PLC time for teachers to create standards-based lessons...	Linville, Brad	8/16/2017	Evidence will include: a PLC calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.	5/30/2018 weekly
G1.B1.S1.A3  A328630	Administration will develop a format/ agenda for PLCs that will provide guiding questions in the...	Meadows, Larry	8/16/2017	Evidence will include: a PLC calendar, agendas, and minutes.	5/30/2018 monthly
G1.B1.S1.A4  A328631	Administration and Instructional Coaches will develop and implement a classroom walk-through...	Linville, Brad	8/16/2017	Evidence will include: a classroom walk-through schedule and lesson plans identifying standards-based instruction.	5/30/2018 biweekly
G1.B1.S1.A5  A328632	Administration and Instructional Coaches will develop a schedule for implementing the coaching...	Linville, Brad	8/16/2017	Evidence will include: coaching plan/ schedule and classroom walk-through data documenting increase in implementation of support.	5/30/2018 monthly
G1.B1.S1.A6  A328633	The leadership team will continue to conduct classroom walk-throughs and increase levels of...	Linville, Brad	8/16/2017	Evidence will include: a classroom walk-through schedule, data on classroom walk-throughs and school trends, written feedback to teachers. Teachers will be notified in advance of major campus walk-throughs, but will still receive weekly impromptu walk-throughs without prior notification. Additionally, teachers will be provided with the walk-through look-for forms from the school and the district. While the forms mirror each other, the school's form is more specific to the unique needs of the school. Walk-through feedback will be provided to teachers within 24 hours and will include constructive feedback. Walk-throughs and their resulting data will be part of routine PLC conversations.	5/30/2018 weekly
G1.B1.S1.A7  A328634	ESE and ELL student performance data will be disaggregated biweekly and addressed in PLCs.	Linville, Brad	8/16/2017	Student performance data	5/30/2018 biweekly
G1.B1.S1.A8  A328635	ELL sheltered classes will be maintained to address NES and LES student needs.	Linville, Brad	8/16/2017	Master schedule	5/30/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1 A328628	Instructional Coaches will develop a professional development calendar to build staff capacity in...	Linville, Brad	8/16/2017	Evidence will include: a professional development calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.	5/30/2018 monthly
G2.B1.S1.MA1 M344888	Fidelity will be supported through documentation of minutes and statistics in Orbit.	Meadows, Larry	8/14/2017	Snapshots of behavior, grades, and attendance will be taken each week in Orbit.	5/30/2018 weekly
G1.B1.S1.MA1 M344885	Administration will conduct classroom walk-throughs to determine the level of implementation of...	Meadows, Larry	8/16/2017	Evidence will include: classroom walk-through data documenting the use of strategies in the classroom. By October, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.	5/30/2018 weekly
G2.MA1 M344893	Weekly attendance rates will be monitored as part of standard operating procedures.	Meadows, Larry	8/14/2017	The Orbit data tracking system will be used to track and record attendance and tardy patterns.	5/30/2018 weekly
G3.MA1 M344895	Gateway High School will use EWS data to target students who may not be on track. The...	Linville, Brad	8/14/2017	MTSS meeting minutes will be recorded. Guidance counselors will record discussions with students regarding graduation readiness in Orbit. Classroom teachers will record notes regarding MTSS/AA discussions in Orbit. Success will be noted when each targeted child is successful in terms of graduation readiness. New AP and IB enrollment will be evaluated in May 2018.	5/30/2018 biweekly
G1.MA1 M344886	Gateway's leadership team will have quarterly calibration meetings with district resource personnel...	Meadows, Larry	8/16/2017	Evidence will include: meeting minutes and reflective feedback left by District leadership.	5/30/2018 quarterly
G2.B1.S2.MA1 M344890	The Orbit data tracking system will be used to track demerits for attendance/tardy violations.	Briggs, Shelly	8/14/2017	Attendance/tardy patterns will be noted as part of daily routine via Orbit and Focus reports.	5/30/2018 daily
G1.B1.S1.MA1 M344884	Instructional Coaches, Department Chairs, and teachers will review mini-assessment data.	Linville, Brad	8/16/2017	Evidence will include: data that shows student improvement of skills assessed.	5/30/2018 biweekly
G3.B3.S1.A2 A328641	GHS will increase the number of students enrolled in AP classes from 510 to 829 by increasing the...	Linville, Brad	1/8/2018	Student schedules and master schedule	7/31/2018 semiannually
G3.B3.S1.A3 A328642	GHS will add PLTW courses to the master schedule.	Linville, Brad	1/8/2018	Master schedule	7/31/2018 annually
G3.B3.S1.A1 A328640	GHS will increase the number of 9th grade students enrolled in the IB Program from 68 to 100 by...	Linville, Brad	9/4/2017	Student schedules	7/31/2018 monthly
G3.B3.S1.MA1 M356085	Review of Master Schedule	Linville, Brad	8/14/2017	Student schedules and master schedule	7/31/2018 semiannually
G3.B3.S1.MA1 M344894	IB and AP coordinators will work with teachers in the high school and counselors/teachers in the...	Linville, Brad	1/8/2018	Master schedule and student schedules	7/31/2018 semiannually

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Student achievement and learning gains will improve when teachers consistently provide students with standards-based core instruction, including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards . \* Math Proficiency: 40% to 42% \* Math Learning Gains: 48% to 50% \* Math Learning Gains (Lowest 25%): 43% to 45% \* ELA Proficiency: 43% to 45% \* ELA Learning Gains: 44% to 48% \* ELA Learning Gains (Lowest 25%): 37% to 40%

**G1.B1** Gateway High School's primary barrier is the different levels of implementation of teacher led targeted instructional strategies in core content areas. These may include: providing access to guaranteed and viable curriculum, using common formative assessments and monitoring data, sharing of best teaching practices, and/or reteaching according to formative assessment data.

**G1.B1.S1** By deliberately reviewing DuFour's Essential Questions as a team, teachers will increase their capacity in delivering standards-based core instruction with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

### PD Opportunity 1

Instructional Coaches will develop a professional development calendar to build staff capacity in delivering standards-based instruction with rigorous tasks and expand the use of formative assessments to guide reteach and instruction. Calendars will be provided to teachers via email.

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Monthly, from 8/16/2017 to 5/30/2018

## PD Opportunity 2

Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications, and for collaboratively working on effective questioning techniques to raise cognitive complexity. Professional Development opportunities will focus on reviewing best practices for creating common assessments, analyzing data, and reteaching based on data outcomes. These opportunities will allow teachers of the same subject to come together, share best practices, learn new strategies, and make resources for their classrooms.

### Facilitator

Administration/Instructional Coaches/Teachers

### Participants

Teachers

### Schedule

Weekly, from 8/16/2017 to 5/30/2018

## PD Opportunity 3

Administration will develop a format/agenda for PLCs that will provide guiding questions in the development of standards-based lessons, uses the Problem Solving Process to analyze progress-monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. PLC teacher leads will be provided with an after school PD opportunity to learn how to guide others through benchmark deconstructions, creating common assessments, analyzing data, and reteaching. Stipends will be provided when possible.

### Facilitator

Administration/PLC Leaders/Department Heads

### Participants

Teachers

### Schedule

Monthly, from 8/16/2017 to 5/30/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Student achievement and learning gains will improve when teachers consistently provide students with standards-based core instruction, including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards . \* Math Proficiency: 40% to 42% \* Math Learning Gains: 48% to 50% \* Math Learning Gains (Lowest 25%): 43% to 45% \* ELA Proficiency: 43% to 45% \* ELA Learning Gains: 44% to 48% \* ELA Learning Gains (Lowest 25%): 37% to 40%

**G1.B1** Gateway High School's primary barrier is the different levels of implementation of teacher led targeted instructional strategies in core content areas. These may include: providing access to guaranteed and viable curriculum, using common formative assessments and monitoring data, sharing of best teaching practices, and/or reteaching according to formative assessment data.

**G1.B1.S1** By deliberately reviewing DuFour's Essential Questions as a team, teachers will increase their capacity in delivering standards-based core instruction with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

### TA Opportunity 1

Administration and Instructional Coaches will develop and implement a classroom walk-through schedule for the leadership team to identify teachers delivering standards-based instruction with rigorous tasks and assessments as learned in professional development. Teachers will be notified in advance of major campus walk-throughs, but will still receive weekly impromptu walk-throughs without prior notification. Additionally, teachers will be provided with the walk-through look-for forms from the school and the district. While the forms mirror each other, the school's form is more specific to the unique needs of the school. Walk-through feedback will be provided to teachers within 24 hours and will include constructive feedback. Walk-throughs and their resulting data will be part of routine PLC conversations.

#### Facilitator

Administration/Instructional Coaches

#### Participants

Teachers

#### Schedule

Biweekly, from 8/16/2017 to 5/30/2018

## TA Opportunity 2

The leadership team will continue to conduct classroom walk-throughs and increase levels of instructional feedback.

### Facilitator

Administration/Instructional Coaches/District Resource Teachers

### Participants

Teachers

### Schedule

Weekly, from 8/16/2017 to 5/30/2018

## VII. Budget

1	G1.B1.S1.A1	Instructional Coaches will develop a professional development calendar to build staff capacity in delivering standards-based instruction with rigorous tasks and expand the use of formative assessments to guide reteach and instruction. Calendars will be provided to teachers via email.	\$0.00
2	G1.B1.S1.A2	Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications, and for collaboratively working on effective questioning techniques to raise cognitive complexity. Professional Development opportunities will focus on reviewing best practices for creating common assessments, analyzing data, and reteaching based on data outcomes. These opportunities will allow teachers of the same subject to come together, share best practices, learn new strategies, and make resources for their classrooms.	\$0.00
3	G1.B1.S1.A3	Administration will develop a format/agenda for PLCs that will provide guiding questions in the development of standards-based lessons, uses the Problem Solving Process to analyze progress-monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. PLC teacher leads will be provided with an after school PD opportunity to learn how to guide others through benchmark deconstructions, creating common assessments, analyzing data, and reteaching. Stipends will be provided when possible.	\$0.00
4	G1.B1.S1.A4	Administration and Instructional Coaches will develop and implement a classroom walk-through schedule for the leadership team to identify teachers delivering standards-based instruction with rigorous tasks and assessments as learned in professional development. Teachers will be notified in advance of major campus walk-throughs, but will still receive weekly impromptu walk-throughs without prior notification. Additionally, teachers will be provided with the walk-through look-for forms from the school and the district. While the forms mirror each other, the school's form is more specific to the unique needs of the school. Walk-through feedback will be provided to teachers within 24 hours and will include constructive feedback. Walk-throughs and their resulting data will be part of routine PLC conversations.	\$0.00
5	G1.B1.S1.A5	Administration and Instructional Coaches will develop a schedule for implementing the coaching cycle with teachers identified as needing support. Support will be differentiated based on classroom walk-throughs and student achievement data.	\$0.00
6	G1.B1.S1.A6	The leadership team will continue to conduct classroom walk-throughs and increase levels of instructional feedback.	\$0.00

7	G1.B1.S1.A7	ESE and ELL student performance data will be disaggregated biweekly and addressed in PLCs.	\$0.00
8	G1.B1.S1.A8	ELL sheltered classes will be maintained to address NES and LES student needs.	\$0.00
9	G2.B1.S1.A1	Advisory time will occur once per week, between second and third periods on Mondays. Teachers will help students learn to self-monitor behavior, attendance, and grades.	\$0.00
10	G2.B1.S1.A2	The MTSS team will help students devise a student action plan that includes weekly goal-setting and self-monitoring.	\$0.00
11	G2.B1.S2.A1	Deans will provide actionable consequences to students who are tardy. Consequences will be noted and tracked in Orbit.	\$0.00
12	G3.B1.S1.A1		\$0.00
13	G3.B3.S1.A1	GHS will increase the number of 9th grade students enrolled in the IB Program from 68 to 100 by implementing an expanded recruitment process for pre-IB.	\$0.00
14	G3.B3.S1.A2	GHS will increase the number of students enrolled in AP classes from 510 to 829 by increasing the number of course offerings in AP (Human Geography, AP Literature, AP Spanish, AP Government).	\$0.00
15	G3.B3.S1.A3	GHS will add PLTW courses to the master schedule.	\$0.00
<b>Total:</b>			<b>\$0.00</b>