

Gateway High School



2015-16 School Improvement Plan

Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

73%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

91%

School Grades History

Year
Grade

2014-15
B*

2013-14
B

2012-13
A

2011-12
A

**Preliminary 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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

Provide the school's vision statement

Gateway High School's vision is The School District's vision which is:
"The School District of Osceola County will outperform all other districts in the state of Florida."

School Environment

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 for students and staff to build relationships. The school highlights and emphasizes Hispanic Month in September, Black History Month in February, and celebrates all cultures through a school-wide event called "Gateway to the World." 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.

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. 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 and students who have stayed after school for teacher remediation are supervised by the teacher and escorted to student pick-up.

The principal has modeled how to treat others through mutual respect and common courtesy, such as teachers greeting each child individually, working to learn the names of all students, speaking respectfully to one another.

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 PBS. 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 weeks 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.

We are also instituting an Advisor/Advisee Program in which all teachers serve as advisors. Teachers are responsible for addressing students who may need academic or behavioral support by reviewing individual student data, through data chats. 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 some guided activities to assist.

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.

The bell schedule has been modified to an eight period day with three lunches. Lunch times have been extended to 45 minutes each. Extended lunch periods may be utilized by students for purposes, such as, credit recovery in the IMPACT Lab, FLVS course completion, and visiting guidance or career counselors, etc.

Additionally, 20 minutes of Academic Advisory/MTSS time have been built into the daily schedule, except for Wednesdays. During this time, teachers 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 every Thursday to problem-solve issues concerning individual students, and to monitor system-wide MTSS structures.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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), FCAT 2.0 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.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	49	52	53	51	205
One or more suspensions	3	7	3	1	14
Course failure in ELA or Math	35	96	59	39	229
Level 1 on statewide assessment	181	1	20	97	299
GPA < 2.0	431	187	187	85	890

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	31	21	21	16	89

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.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/56767>.

Description

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

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 staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided 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 the school plans to involve parents in their child's academic progress along with community outreach 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 specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The compact is sent home for parent review.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Meadows, Larry	Principal
Briggs, Shelly	Dean
Casado, Rolando	Assistant Principal
Coleman, Tiana	Teacher, K-12
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
Askew, Heather	Guidance Counselor
Russell, Robert	Teacher, K-12
Saltsman, Eric	Instructional Coach
Simpson, Tanishia	Guidance Counselor
Stazko, Norine	Teacher, K-12
Strickland, Pamela	Guidance Counselor
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
Torres, Daniel	Dean
Kelly, Ramses	Dean
Towers, Esther	Dean

Duties

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.

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

The leadership team meets every other week to identify the 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, and behavior. The FCAT 2.0 Reading, EOC, STAR, 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 assistance are supported; extended learning opportunities, such as after school programs, Saturday, and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Instructional coaches will develop and lead programs based on Florida State Standards curriculum/behavior, assessment, and intervention approaches.

Title I Part C Migrant:

When migrant students are enrolled, the District 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 their needs. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D:

When neglected and/or delinquent children are enrolled, school administrators will coordinate efforts with the District Student Services department to ensure that all student needs are met.

Title II:

Professional development is provided for scientifically-based strategies. It is also used as the foundation for our Professional Learning Community development and facilitation.

Title III:

School-based and district ELL program specialists will provide literature and resources to parents at various parent events (held during the evening or other convenient times).

Title X Homeless:

To help eliminate barriers for education, the Liaison for District Homeless Education works with the school FIT Liaison 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 liaisons provide health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Heather Piper - Secretary	Teacher
Larry Meadows - Principal	Principal
Rolando Casado - Assistant Principal	Principal
Donald Soondar - SAC Chair	Parent
Shaleeza Razack	Teacher
David Saltsmant	Teacher
Natali Moraes	Parent
Wyeleen Shaban	Parent
Dana Jacobson	Teacher
Schaevon Miller	Parent
Brenda Longfield	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC reviewed and approved the School Improvement Plan during the 2014-2015 academic year on September 9, 2014

The first SAC meeting for the 2015-2016 school year will be on September 8, 2015, at 6:30 p.m., in the Media Center.

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

Preparation of the school's annual budget and plan

The prepared budget will be reviewed and approved by SAC at their first meeting for the 2015-2016 academic year.

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

Funds in the amount of \$16,000 were allocated for the 2015-15 academic year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Meadows, Larry	Principal
Casado, Rolando	Assistant 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

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the Literacy Leadership Team is to increase rigorous reading and writing in all content areas. Gateway hosts and participates in a variety of literacy events that highlight fluency in reading, writing, and speaking.

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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.
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.

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. 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.

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 on school wide mission and vision, lesson strategies, school technology and interface engines, as well as 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."

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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.

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:

Gateway High School will host Panther Success during time frames leading up to the Florida Standards Assessments, FCAT 2.0, EOC, 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, FCAT 2.0 or EOC assessment. The sessions will take place on Monday, Tuesday, and Thursday afternoons from 2:30-4:00 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 targeted students.

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

Casado, Rolando, casador@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:

Gateway High School will host Panther Success Weekends during time frames leading up to the Florida Standards Assessments, FCAT 2.0, EOC (retakes), and/or ACT and SAT exams. The program is a condensed, highly intensive program created to maximize student comprehension for state assessments. Teachers remediate students based on state-mandated content and support college-bound students with exam strategies for college entry exams.

Strategy Rationale

The school will target students who are identified as needing to pass an FSA, FCAT 2.0 or EOC assessment. The sessions will take place on Saturdays from 9:00 am-12:00 pm in Building 26. Building 26 was chosen with rooms equipped with various forms of technology that will facilitate remediation. 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.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Casado, Rolando, casador@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: Summer Program

Minutes added to school year:

Gateway High School offers Panther Success Summer School to provide support for struggling learners who need remediation in Algebra I, Reading, and raise ACT and SAT scores.

Strategy Rationale

This program helps students who have been academically unsuccessful in core subjects, providing remediation within 10-days interval, Summer School intervention.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Casado, Rolando, casador@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%.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 on September 22, 2015. 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. Valencia College President presentation to academically motivate seniors to maximize their final year in high school.
2. Career Specialist provides one-on-one resources and support, such as SAT and ACT waivers for seniors.
3. The Career Specialist hosts Career Day, FAFSA Frenzy, and College Fair to provide information on career opportunities and college tuition information.
4. Gateway High School is also a campus host for Hispanic College Day. College recruiters address Hispanic students' needs for possible college enrollment.

College and Career Readiness

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.

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.

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 will become 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.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement 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.
- G2.** The graduation rate will continue to improve when students successfully complete both state assessments as well as the online course requirement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement 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. 1a

G069222

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	69.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0

Resources Available to Support the Goal 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.

Targeted Barriers to Achieving the Goal 3

- Gateway High School's primary barrier is the different levels of implementation by teachers of targeted instructional strategies in content areas. These include: providing standards based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

Plan to Monitor Progress Toward G1. 8

Gateway's leadership team will have reflective visits 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 9/10/2015 to 6/9/2016

Evidence of Completion

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

G2. The graduation rate will continue to improve when students successfully complete both state assessments as well as the online course requirement. 1a

G069223

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 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.

Targeted Barriers to Achieving the Goal 3

- Students may be unaware of the graduation requirements for their cohort.

Plan to Monitor Progress Toward G2. 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 up to four times per week.

Person Responsible

Brad Linville

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

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.

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 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. **1**

 **G069222**

G1.B1 Gateway High School's primary barrier is the different levels of implementation by teachers of targeted instructional strategies in content areas. These include: providing standards based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards. **2**

 **B180087**

G1.B1.S1 Build teacher capacity in delivering standards-based core instruction with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards. **4**

 **S191358**

Strategy Rationale

By building teacher capacity, students will receive targeted instruction with engaging tasks and assessments.

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 assessments aligned to Florida State Standards.

Person Responsible

Brad Linville

Schedule

Monthly, from 8/24/2015 to 6/9/2016

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.

Person Responsible

Brad Linville

Schedule

Weekly, from 8/24/2015 to 6/9/2016

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 which provides 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.

Person Responsible

Larry Meadows

Schedule

Monthly, from 8/24/2015 to 6/9/2016

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.

Person Responsible

Brad Linville

Schedule

Weekly, from 8/11/2014 to 6/4/2015

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 8/11/2014 to 6/4/2015

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 provide teachers with feedback.

Person Responsible

Brad Linville

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence will include: a classroom walk-through schedule, data on classroom walk-throughs and school trends, written feedback to teachers.

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

Administration will conduct classroom walkthroughs 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 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence will include: classroom walk-through data documenting the use of strategies in the classroom. By March, 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

On 6/9/2016

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

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	Instructional Coaches will develop a professional development calendar to build staff capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to Florida State Standards.	Linville, Brad	8/24/2015	Evidence will include: a professional development calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.	6/9/2016 monthly
G1.B1.S1.A2	Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications.	Linville, Brad	8/24/2015	Evidence will include: a PLC calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.	6/9/2016 weekly
G1.B1.S1.A3	Administration will develop a format/ agenda for PLCs which provides 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.	Meadows, Larry	8/24/2015	Evidence will include: a PLC calendar, agendas, and minutes.	6/9/2016 monthly
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.	Linville, Brad	8/11/2014	Evidence will include: a classroom walk-through schedule and lesson plans identifying standards-based instruction.	6/4/2015 weekly
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.	Linville, Brad	8/11/2014	Evidence will include: coaching plan/ schedule and classroom walk-through data documenting increase in implementation of support.	6/4/2015 monthly
G1.B1.S1.A6	The leadership team will continue to conduct classroom walk-throughs and provide teachers with feedback.	Linville, Brad	8/11/2014	Evidence will include: a classroom walk-through schedule, data on classroom walk-throughs and school trends, written feedback to teachers.	6/4/2015 weekly
G1.MA1	Gateway's leadership team will have reflective visits 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.	Meadows, Larry	9/10/2015	Evidence will include: meeting minutes and reflective feedback left by District leadership.	6/9/2016 quarterly
G1.B1.S1.MA1	Instructional Coaches, Department Chairs, and teachers will review mini-assessment data.	Linville, Brad	8/24/2015	Evidence will include: data that shows student improvement of skills assessed.	6/9/2016 one-time
G1.B1.S1.MA1	Administration will conduct classroom walkthroughs 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.	Meadows, Larry	8/24/2015	Evidence will include: classroom walk-through data documenting the use of strategies in the classroom. By March, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	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 up to four times per week.	Linville, Brad	8/24/2015	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.	6/9/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Student achievement 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.

G1.B1 Gateway High School's primary barrier is the different levels of implementation by teachers of targeted instructional strategies in content areas. These include: providing standards based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

G1.B1.S1 Build teacher 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 assessments aligned to Florida State Standards.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications.

Facilitator

Administration/Instructional Coaches/Teachers

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G1. Student achievement 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.

G1.B1 Gateway High School's primary barrier is the different levels of implementation by teachers of targeted instructional strategies in content areas. These include: providing standards based core instruction including engagement with rigorous tasks and assessments aligned with the cognitive complexity of the Florida State Standards.

G1.B1.S1 Build teacher 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

Administration will develop a format/agenda for PLCs which provides 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.

Facilitator

Administration/PLC Leaders/Department Heads

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

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.

Facilitator

Administration/Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/11/2014 to 6/4/2015

PD Opportunity 3

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.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 6/4/2015

PD Opportunity 4

The leadership team will continue to conduct classroom walk-throughs and provide teachers with feedback.

Facilitator

Administration/Instructional Coaches/District Resource Teachers

Participants

Teachers

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Budget

Budget Data

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 assessments aligned to Florida State Standards.	\$0.00
2	G1.B1.S1.A2	Administration will provide collaborative PLC time for teachers to create standards-based lessons using Test Item Specifications.	\$0.00
3	G1.B1.S1.A3	Administration will develop a format/agenda for PLCs which provides 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.	\$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.	\$0.00

Budget Data

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 provide teachers with feedback.	\$0.00
Total:			\$0.00