

Sarasota County Schools

Gulf Gate Elementary School



2015-16 School Improvement Plan

Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD, Sarasota, FL 34231

www.sarasotacountyschools.net/gulfgate

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	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 was approved by the Sarasota County School Board on 12/8/2015.

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Gulf Gate School is to develop in all students their maximum potential by utilizing quality staff, supportive, involved parents, and a community geared toward helping students do their best today for a better tomorrow.

Provide the school's vision statement

The students at Gulf Gate School will become lifelong learners, able to make decisions, solve problems, and lead healthful, responsible, productive lives

School Environment

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

Teachers have many opportunities to learn about their students' cultures and build positive relationships with their students. Before the beginning of the school year, classroom teachers are given "trail cards" that give them information about the incoming students to their class. This allows our teachers to have important background information before students come into their classrooms. Teachers also do cum reviews each year which gives them further background information on their students. All Special area teachers are given copies of student IEP/504 accommodations so appropriate strategies will be used during class. At PLC meetings, grade level teachers discuss their students' strengths and weaknesses. All of our teachers are trained in Positive Behavior Support which gives them a year-long plan to build relationships with their students. Parent conferences, ELL Evenings, Parent Information Nights, and PTA meetings are other ways we sustain positive relationships.

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

Gulf Gate Elementary School's Positive Behavior Support Plan outlines expectations for staff that includes keeping our students safe and treating them with respect. Emergency Drills are practiced monthly to ensure all staff and students know proper procedures in case of an emergency. A local church has partnered with Gulf Gate Elementary School and provides funding for our "Backpack Program" which allows us to give students meals to take home for the weekend.

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

Gulf Gate Elementary School is a Positive Behavior Support School. Our PBS plan is thorough and includes all stakeholders: staff, students, parents, and community members. Our Mission is for our school staff to address problem behavior using Positive Behavior Support within a Response to Intervention framework. What we do: Provide training and assistance to staff at Gulf Gate in the development and implementation of positive behavior supports at Tiers 1, 2, and 3.

GULF GATE ELEMENTARY BEHAVIOR PLAN
DISCIPLINE STATEMENT

Students are expected to make good choices throughout the school day and understand that their choices result in consequences.

- When good choices are made, good things happen.
- When poor choices are made, problems happen.

GENERAL RULES (STARR)

1. Students will behave in a safe manner for themselves and others.
2. Students will arrive to school on time.
3. Students will be active learners.
4. Students are expected to be respectful to others and our school.
5. Students will be responsible for their own behavior and choices.

SPECIFIC RULES 24/7 STUDENT EXPECTATIONS

1. Hallways are quiet zones. Students are to walk in a quiet line at all times.
2. Students are to keep their hands, feet, and objects to themselves.
3. Students are to speak kindly to everyone.
4. Students are to respond to directions the first time they are given.

SPECIFIC RULES 24/7 TEACHER EXPECTATIONS

1. Actively supervise all students.
2. Communicate behavioral and academic concerns with students and parents in a timely manner.
3. Be on time.
4. Consistently teach, reward and reinforce the student expectations.

SPECIFIC RULES 24/7 PARENT EXPECTATIONS

1. Actively supervise your children for safety purposes by monitoring student expectations.
2. Ensure students arrive to school on time daily for the full day.
3. Read and sign agenda book daily.
4. Speak kindly to everyone.

INCENTIVES FOR POSITIVE BEHAVIOR

The Gulf Gate Elementary School learning community will provide positive reinforcement to students who make good choices. Faculty and staff will seek out students being good and provide:

1. Praise
2. Tickets
3. Positive notes to parents
4. Positive phone calls to parents
5. Special privileges
6. Good Choices Certificate
7. Student of the Week Certificate

CONSEQUENCES FOR AGGRESSIVE & DEFIANT BEHAVIOR

Each day, students from the Gulf Gate Elementary School learning community will begin on Level 0. When bad choices are made, the following procedures will be followed:

Level 1: Warnings

The teacher will:

1. Redirect the student's behavior.
2. If behavior continues, provide a verbal warning and a specified consequence.

Level 2: Consequences

The teacher will:

1. Relocate the student within the classroom to a new area (in close proximity to the teacher) to continue work. Be sure to restate their current expectations. Students will remain in the new area for no longer than:
 - a. 10 minutes for grades K-2.
 - b. 15 minutes for grades 3-5.
2. Provide next level consequences.

Level 3: Consequences

The teacher will:

1. Move the student to a co-teacher's classroom.

2. The student will be given a Behavior Planning Form (BPF) to complete.
 - a. What bad choice did you make?
 - b. What was your consequence?
 - c. List at least four better choices that you could make in the future?
3. Student will remain with co-teacher for no longer than:
 - a. 10 minutes for grades K-2.
 - b. 15 minutes for grades 3-5.
4. Teacher will discuss Behavior Plan with the student.
5. Missed assignments will be made up as homework.

Level 4: Consequences

The teacher will:

1. Contact parent to discuss the problem and officially warn the parent and student of possible future consequences (level 5).

Level 5: Consequences

The teacher will:

1. Complete and submit discipline referral form to principal.

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

Gulf Gate Elementary School currently has 1.6 school counselors. Using the "Second Step" curriculum, each of our counselors provides instruction to all students in grades 1-5 on a monthly basis. Our counselors also provide a weekly in-house news program to all students called, "Counselor's Cabana." During the program, the counselors use puppets to showcase different positive character traits. Our counselors also provide small group counseling to students who are experiencing family change or those who need work on social skills. Students are also given "blue forms" to fill out if they need to see a counselor at any time during the school day. Gulf Gate partners with Gulf Gate Church which provides mentors to those students who are identified through the EWS. Students and their mentors work together until after the child moves on to middle school.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Open House, ELL Family Nights, Bring Your Dad to School Week, PTA Meetings (monthly), IEP Meetings, Parent/Teacher Conferences, Parent Information Night, Backpack Program, Meet Your Teacher, Running Club, SAC Meetings (monthly), Evening Student Performances, Science Fair, and many PTA Family Events (Bingo Night, Movie Night, Fall Carnival, etc.), Website, Connect Ed phone messages, text messages.

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

Gulf Gate Elementary School has a volunteer Business Partner Coordinator. This person is responsible for making connections between the school and local businesses. Each year, many local businesses donate goods and/or services for the purpose of enhancing student achievement. Local churches provide food and supplies for needy families and also provide mentors for our students that have one or more of the Early Warning Signs. A local Rotary Club is partnering with Gulf Gate to provide assistance to meet Attendance Goals and Reading Goals.

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
Magac, Robin	Principal
Miller, Kent	Assistant Principal
Mazzarantani, Sandra	Teacher, ESE
Morey, Teresa	Guidance Counselor
Fournier, Elena	Psychologist
Dutkiewicz, Shannon	Guidance Counselor
Eissler, Erin	Teacher, K-12
Kreger, Teresa	Teacher, K-12
Lacy, Deborah	Teacher, K-12
McKenzie, Rebecca	Teacher, K-12
Umstead, Tasha	Teacher, K-12
Yoder, Michelle	Teacher, PreK
Naumann, Maryann	Teacher, K-12

Duties

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

The school based MTSS leadership team is comprised of general education personnel that facilitate PBS/RtI as a related but distinct service from the CARE eligibility determination process. The RTI Leadership team is comprised of:

The Principal-Provides a common vision for the use of data-based decision making; ensures that the school based team is implementing RTI; ensures implementation of intervention support and documentation to make sure of adequate professional development to support RTI implementation; communicates with parents regarding school-based RTI plans and activities.

Primary and Intermediate General Education Teachers-all provide information about core instruction, participate in student data collection by grade level, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities; progress monitor all students by grade level.

ESE Teachers-participate in student data collection; integrate core materials/activities to Tier 3 instruction; collaborate with general education teachers.

School Psychologist/School Counselor/ESE Liaison/Assistant Principal-participate in student data collection; assists with the development of intervention plans when needed; provides assistance with problem solving; and facilitates data based decision making activities.

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

All students receive Tier 1 instruction. Based on student response to that instruction and to i-ready diagnostic tests, Tier 2 instruction is given to those students in need. Small group instruction takes place 4 days a week during a 30 minute daily Intervention Block. Students whose data shows Tier 2 instruction is effective continue with support or move back to Tier 1 instruction without support. Those students whose data shows lack of response to Tier 2 instruction are then moved to Tier 3 instruction which involves individual interventions working one-on-one with a teacher.

Title II Dollars to be used for professional development; All Faith's Food Bank and a local church to provide resources for the Backpack Program which provides weekend meals to targeted children. Neighborhood church provides mentors for students in need. The team meets every Thursday during the school year.

School Advisory Council (SAC)

Membership:	
Name	Stakeholder Group
Sandra Mazzarantani	Teacher
Suellen Taylor	Teacher
Marilyn Cafaro	Teacher
Robin Magac	Principal
Kimberly Klunder	Parent
Nancy Sit	Parent
Agapito Carmona	Parent
Lisa Floriano	Parent
Patricia Harrell	Teacher
Dexter Hall	Parent
Linda Williams	Teacher
Angel Rodriguez	Education Support Employee
Wendy Belling	Teacher
Mia Rodriguez	Student
Isabella Monson	Student
Sara Dion	Student

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

During the SIP approval process, data and information from last year will be integrated into making improvements for the 2015-2016 school year.

Development of this school improvement plan

The draft of the SIP plan is carefully reviewed by all SAC members, edited, and then approved by all SAC members.

Preparation of the school's annual budget and plan

The school budget is provided to us by the school district. After careful review by SAC, the committee votes to approve the plan.

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

All SAC funds are used for professional development activities.

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
Magac, Robin	Principal
Lacy, Deborah	Teacher, K-12
McKenzie, Rebecca	Teacher, K-12
Eissler, Erin	Teacher, K-12
Umstead, Tasha	Teacher, K-12
Kreger, Teresa	Teacher, K-12
Miller, Kent	Assistant Principal
Mazzarantani, Sandra	Administrative Support
Naumann, Maryann	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy through a variety of ways. Each of the team members are also Team Leaders at our school--they meet weekly with teammates to discuss a variety of instructional strategies to use in the classroom. The school participates yearly in the Read for Record National Campaign and spends a day doing literacy activities revolving around one book. The activities also cross content areas.

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

All grade level teachers have common planning time. This gives each grade level teacher the opportunity to work closely and to create strong bonds with other teachers from his/her grade level. The teachers at Gulf Gate use their common planning times to have PLC meetings at least once a week. During those meetings, teacher collaborate on instructional planning for student success.

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

A trained SCIP mentor is paired with any first year teacher. The trained mentor provides modeling and coaching as well as visitation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

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

A trained SCIP mentor is paired with a first year teacher. The trained mentor provides modeling and coaching as well as visitation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

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

All of the teachers at Gulf Gate School follow the school district's Instructional Focus Guides. All activities, materials, and resources listed in the IFG's follow the Florida Standards.

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

Staff at Gulf Gate use a variety of data points throughout the school year to ensure student success. In reading, we use data from STAR, Weekly Tests, and i-Ready to make instructional decisions. For example, all students in grades K-5 were given the i-Ready diagnostic at the beginning of the school year. The lowest quartile of each grade level of students were/are provided with Tier 2 interventions based on the diagnostic test. The intervention block is scheduled for 30 minutes, 4 times a week, with a certified teacher.

This is done in reading and in math. Students will be monitored throughout the year to see if the interventions are working. The school will respond appropriately based on each child's need.

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: Extended School Day

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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

All kindergarten teachers use the state FLKRS assessment and the i-ready diagnostic during the first few weeks of school to assess the readiness of incoming students in both math and reading. Information that is provided to us from local VPK providers is also reviewed. The kindergarten teachers meet weekly to discuss readiness skills and discuss how to provide extra support to those students who come to school without those readiness skills as measured by FLKRS and i-ready. Students are given 30 minutes of intervention time, four days a week, based on the results of these assessments.

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

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

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

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

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:

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

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

Strategic Goals Summary

- G1.** ATTENDANCE GOALS By the year 2016, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2014-2015 showed 10% of students in grades K-5 had greater than 17 absences (70 students).
- G2.** READING GOALS - By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency
- G3.** MATH GOALS By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency
- G4.** SCIENCE GOAL: By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

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. ATTENDANCE GOALS By the year 2016, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2014-2015 showed 10% of students in grades K-5 had greater than 17 absences (70 students). 1a

G072341

Targets Supported 1b

Indicator	Annual Target
Attendance rate	9.0

Resources Available to Support the Goal 2

- Gulf Gate Elementary is now partnering with a local Rotary Club to assist us with communicating with our parents about the importance of attendance. The club will be reaching out directly to our parents as well as becoming volunteers at Gulf Gate to assist those children in kindergarten who have not begun school ready to learn.

Targeted Barriers to Achieving the Goal 3

- There are many factors that contribute to chronic attendance problems at the elementary school level. Students are not old enough to be held responsible for making sure they are at school every day, ready to learn. Families may not be aware of the research showing the correlation between chronic absenteeism and success at school.

Plan to Monitor Progress Toward G1. 8

The school will monitor the number of unexcused absences as well as tardies and early dismissals of students

Person Responsible

Teresa Morey

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Database

G2. READING GOALS - By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1a**

 G072342

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	71.0

Resources Available to Support the Goal **2**

- Reading Wonders Professional Development provided by the school district/state (Teachers now have to have 20 hours of ESE training and 60 hours of ELL training), PLC meetings; Daily Intervention Block to include SWD and ELL students, SWST Assistance, Reading Volunteers, Instructional Focus Guides, i-Ready program and Professional Development on the i-ready program provided by the school district.

Targeted Barriers to Achieving the Goal **3**

- The number of ELL and SWD have increased at GGES this school year. General education teachers need to have the resources and professional development necessary to effectively provide these students with the appropriate interventions, while at the same time, ensuring each of these students are exposed to grade level material.

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

Review of student progress monitoring data during SWST meetings, CARE meetings, PLC meetings, and Data Chats

Person Responsible

Robin Magac

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas from SWST, CARE, PLC Meetings, PD Rosters, Data Chat Forms

G3. MATH GOALS By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1a**

 G072343

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	71.0

Resources Available to Support the Goal **2**

- Professional Development provided by the school district and the Elementary Math Specialist, Weekly PLC time for teacher collaboration, Daily 30 minute intervention block for students receiving Tier 2 and/or Tier 3 interventions, Instructional Focus Guides provided by the school district.

Targeted Barriers to Achieving the Goal **3**

- This year the school district has adopted a new math series, Go Math. The classroom teachers need time to become familiar with the series and to make sure they are supplementing the new math text with appropriate, rigorous activities in the classroom.

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

Progress monitoring of students in Math, K-5

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data Chat sheets, Gradebook, i-Ready weekly data, PLC Minutes

G4. SCIENCE GOAL: By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1a**

 G072344

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal **2**

- Science teacher on the specials wheel, science curriculum, IFG, PLC Meetings

Targeted Barriers to Achieving the Goal **3**

- The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science. The Science lab teacher must coordinate and communicate her lessons to all classroom teachers.

Plan to Monitor Progress Toward G4. **8**

District Science Assessments, FCAT Explorer Usage, Cross point grades

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Grade book, on-line FCAT Explorer usage, assessment data

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. ATTENDANCE GOALS By the year 2016, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2014-2015 showed 10% of students in grades K-5 had greater than 17 absences (70 students). **1**

 G072341

G1.B1 There are many factors that contribute to chronic attendance problems at the elementary school level. Students are not old enough to be held responsible for making sure they are at school every day, ready to learn. Families may not be aware of the research showing the correlation between chronic absenteeism and success at school. **2**

 B188594

G1.B1.S1 Partner with local Rotary Club to assist with improving attendance at Gulf Gate. The club will procure grant funding that will allow us to provide incentives to both students and parents for making attendance at school a priority. The club will also communicate the importance of good attendance habits by sending out informational flyers directly to parents. **4**

 S200058

Strategy Rationale

The "Every Day Counts" message will be stronger when it is heard not only from the school, but from community members as well.

Action Step 1 **5**

Write a school-wide attendance plan for GGES

Person Responsible

Teresa Morey

Schedule

On 10/1/2015

Evidence of Completion

The written plan/meeting agendas

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

Monthly Attendance Meetings

Person Responsible

Teresa Morey

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

CARE and/or SWST Agendas/attendance databases/letters sent to parents

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

An attendance database will be kept to monitor student attendance

Person Responsible

Robin Magac

Schedule

Monthly, from 9/30/2015 to 6/3/2016


Evidence of Completion

Database/Monthly Letters/SWST or CARE Agendas

G2. READING GOALS - By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1**

 G072342

G2.B1 The number of ELL and SWD have increased at GGES this school year. General education teachers need to have the resources and professional development necessary to effectively provide these students with the appropriate interventions, while at the same time, ensuring each of these students are exposed to grade level material. **2**

 B188595

G2.B1.S1 Provide classroom teachers with professional development opportunities throughout the school year to ensure they have the information needed to make sound instructional decisions while using the Wonders materials. Provide common planning time so grade level teams can work together to incorporate the rigorous Florida Standards. **4**

 S200059

Strategy Rationale

Working together, teachers can collaborate to ensure effective instruction is taking place.

Action Step 1 **5**

Share professional development opportunities with teachers as soon as these become available

Person Responsible

Kent Miller

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Emails/Flyers/Agendas

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

Review of evidence collected

Person Responsible

Kent Miller

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Development Rosters, Emails, Agendas, PLC Minutes

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

Weekly Wonders Assessments, Gradebook, i-Ready data and STAR Data

Person Responsible

Robin Magac

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Cross point grade book, i-Ready and STAR data

G3. MATH GOALS By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency 1

 G072343

G3.B1 This year the school district has adopted a new math series, Go Math. The classroom teachers need time to become familiar with the series and to make sure they are supplementing the new math text with appropriate, rigorous activities in the classroom. 2

 B188596

G3.B1.S1 Ensure all grade level classroom teachers attend district-provided professional development and continue to have time to collaborate on the IFG's in math. 4

 S200060

Strategy Rationale

By attending district PD all teachers will have the opportunity to have an in-depth understanding of the new series and can discuss instructional strategies with their teammates each week.

Action Step 1 5

Select dates for professional development for classroom teachers

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, PD rosters, PLC Minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will ensure that all classroom teachers are made aware of PD opportunities and will provide any school schedule changes, if needed. Schedules will also allow for PLC time each week.

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, PD Rosters, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk thrus, lesson plans, i-Ready diagnostic and progress growth monitoring data, classroom observations, Data Chats

Person Responsible

Robin Magac

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Rosters/Agendas/PRIDE forms/i-Ready Data/Data Chat Forms

G4. SCIENCE GOAL: By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1**

G072344

G4.B1 The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science. The Science lab teacher must coordinate and communicate her lessons to all classroom teachers. **2**

B188597

G4.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration. **4**

S200061

Strategy Rationale

This will allow teachers to work together to plan effective lessons with blended instruction.

Action Step 1 **5**

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

Person Responsible

Robin Magac

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas/PD Calendar

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Agenda items; classroom teacher lesson plans

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

District Benchmark Science Assessments, Classroom Assessments

Person Responsible

Kent Miller

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Reports/Assessments

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	Write a school-wide attendance plan for GGES	Morey, Teresa	9/1/2015	The written plan/meeting agendas	10/1/2015 one-time
G2.B1.S1.A1	Share professional development opportunities with teachers as soon as these become available	Miller, Kent	8/24/2015	Emails/Flyers/Agendas	6/3/2016 monthly
G3.B1.S1.A1	Select dates for professional development for classroom teachers	Magac, Robin	8/24/2015	Agendas, PD rosters, PLC Minutes	6/3/2016 quarterly
G4.B1.S1.A1	Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar	Magac, Robin	8/24/2015	Agendas/PD Calendar	6/3/2016 monthly
G1.MA1	The school will monitor the number of unexcused absences as well as tardies and early dismissals of students	Morey, Teresa	9/30/2015	Database	6/3/2016 monthly
G1.B1.S1.MA1	An attendance database will be kept to monitor student attendance	Magac, Robin	9/30/2015	Database/Monthly Letters/SWST or CARE Agendas	6/3/2016 monthly
G1.B1.S1.MA1	Monthly Attendance Meetings	Morey, Teresa	9/30/2015	CARE and/or SWST Agendas/ attendance databases/letters sent to parents	6/3/2016 monthly
G2.MA1	Review of student progress monitoring data during SWST meetings, CARE meetings, PLC meetings, and Data Chats	Magac, Robin	8/24/2015	Agendas from SWST, CARE, PLC Meetings, PD Rosters, Data Chat Forms	6/3/2016 weekly
G2.B1.S1.MA1	Weekly Wonders Assessments, Gradebook, i-Ready data and STAR Data	Magac, Robin	8/24/2015	Cross point grade book, i-Ready and STAR data	6/3/2016 biweekly
G2.B1.S1.MA1	Review of evidence collected	Miller, Kent	8/24/2015	Professional Development Rosters, Emails, Agendas, PLC Minutes	6/3/2016 biweekly
G3.MA1	Progress monitoring of students in Math, K-5	Magac, Robin	8/24/2015	Data Chat sheets, Gradebook, i-Ready weekly data, PLC Minutes	6/3/2016 quarterly
G3.B1.S1.MA1	Classroom walk thru, lesson plans, i-Ready diagnostic and progress growth monitoring data, classroom observations, Data Chats	Magac, Robin	8/24/2015	Rosters/Agendas/PRIDE forms/i-Ready Data/Data Chat Forms	6/3/2016 monthly
G3.B1.S1.MA1	Administration will ensure that all classroom teachers are made aware of	Magac, Robin	8/24/2015	Agendas, PD Rosters, PLC Minutes	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	PD opportunities and will provide any school schedule changes, if needed. Schedules will also allow for PLC time each week.				
G4.MA1	District Science Assessments, FCAT Explorer Usage, Cross point grades	Magac, Robin	8/24/2015	Grade book, on-line FCAT Explorer usage, assessment data	6/3/2016 quarterly
G4.B1.S1.MA1	District Benchmark Science Assessments, Classroom Assessments	Miller, Kent	8/24/2015	Reports/Assessments	6/3/2016 quarterly
G4.B1.S1.MA1	Agenda items; classroom teacher lesson plans	Magac, Robin	8/24/2015	Agendas, lesson plans	6/3/2016 quarterly

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.

G2. READING GOALS - By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

G2.B1 The number of ELL and SWD have increased at GGES this school year. General education teachers need to have the resources and professional development necessary to effectively provide these students with the appropriate interventions, while at the same time, ensuring each of these students are exposed to grade level material.

G2.B1.S1 Provide classroom teachers with professional development opportunities throughout the school year to ensure they have the information needed to make sound instructional decisions while using the Wonders materials. Provide common planning time so grade level teams can work together to incorporate the rigorous Florida Standards.

PD Opportunity 1

Share professional development opportunities with teachers as soon as these become available

Facilitator

School District/Classroom Teachers

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G3. MATH GOALS By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

G3.B1 This year the school district has adopted a new math series, Go Math. The classroom teachers need time to become familiar with the series and to make sure they are supplementing the new math text with appropriate, rigorous activities in the classroom.

G3.B1.S1 Ensure all grade level classroom teachers attend district-provided professional development and continue to have time to collaborate on the IFG's in math.

PD Opportunity 1

Select dates for professional development for classroom teachers

Facilitator

District Elementary Math Curriculum Specialist/Grade Level Classroom Teachers

Participants

Classroom Teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G4. SCIENCE GOAL: By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

G4.B1 The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science. The Science lab teacher must coordinate and communicate her lessons to all classroom teachers.

G4.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration.

PD Opportunity 1

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

Facilitator

Robin Magac

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

G1. ATTENDANCE GOALS By the year 2016, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2014-2015 showed 10% of students in grades K-5 had greater than 17 absences (70 students).

G1.B1 There are many factors that contribute to chronic attendance problems at the elementary school level. Students are not old enough to be held responsible for making sure they are at school every day, ready to learn. Families may not be aware of the research showing the correlation between chronic absenteeism and success at school.

G1.B1.S1 Partner with local Rotary Club to assist with improving attendance at Gulf Gate. The club will procure grant funding that will allow us to provide incentives to both students and parents for making attendance at school a priority. The club will also communicate the importance of good attendance habits by sending out informational flyers directly to parents.

PD Opportunity 1

Write a school-wide attendance plan for GGES

Facilitator

Teresa Morey

Participants

Parents, teachers, and students

Schedule

On 10/1/2015

Budget

Budget Data						
1	G1.B1.S1.A1	Write a school-wide attendance plan for GGES				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0271 - Gulf Gate Elementary School	Other		\$0.00
<i>Notes: Grant received from local Rotary Club</i>						
2	G2.B1.S1.A1	Share professional development opportunities with teachers as soon as these become available				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	School Improvement Funds		\$0.00
<i>Notes: Professional Development for Collins Writing Program</i>						
3	G3.B1.S1.A1	Select dates for professional development for classroom teachers				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0271 - Gulf Gate Elementary School	Other		\$5,000.00
<i>Notes: Substitutes for classroom teachers for collaboration, if necessary</i>						
4	G4.B1.S1.A1	Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar				\$0.00
					Total:	\$5,000.00