

Orange County Public Schools

Gateway



2015-16 School Improvement Plan

Gateway

4000 SILVER STAR RD, Orlando, FL 32808

www.ocps.net/lc/district/sga

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	80%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange 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 lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Family and community involvement are highly valued at Gateway/Silver Star Center. Through family involvement, the school is aware of the student makeup and culture. We gain information on students' culture through activities such as Open House and our annual Spelling Bee, where students and families get to meet the teachers and staff. During Open House we communicate goals and solicit support for school initiatives. Our goal is to increase parent confidence in the school, therefore, together we can meet the needs of our students.

Teachers and staff also greet each student in the mornings and throughout the day. Students are assigned a staff member who will complete a check-in and check-out process that monitors the specific student's progress. The teachers ensure that all students complete an interest inventory and a profile form in an effort to establish a meaningful rapport.

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

There is a school supervision plan in place that ensures that students are properly supervised for their own personal safety. To ensure that students feel respected before, during and after school, students are greeted at the buses by staff members and are welcomed into their classrooms during class change by a teacher at the door and they are escorted to the buses at the end of the day. There are also various staff members available for students to confide in if needed (i.e. Mental Health Counselor, Guidance Counselor, Social Worker, etc.)

The school provides orientation to parents, students and staff to explain our school wide expectations and procedures for maintaining safety for all. Every nine weeks the student code of conduct is reviewed with students and staff to inform them of their rights, responsibilities and possible consequences for violations. Due to the transient nature of our students it is necessary to review the student code of conduct upon enrollment of each student.

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

Gateway/Silver Star Center's comprehensive behavior modification system focuses on behavior change techniques that intervene in negative behavior patterns while increasing the frequency of positive behavior. The first step in the process is establishing a behavior modification culture and climate through staff attitudes and training, organization and structure (School and classroom management), teaching and modeling, and programs and activities. Behavior change requires a team

approach and consistency; therefore, this program is designed to be deliberate, pervasive, systematic and systemic in its content and delivery. Students receive incentives for meeting targeted behaviors associated on their point sheet.

The second step is to saturate the environment with behavior modification strategies involving relationship building, setting high expectations, character and social skills education and positive behavior support within the classrooms and throughout the campus. Additionally, a strong discipline system must be in place to teach structure and hold students accountable for compliance with policies and procedures.

A change in behavior requires an attitude change; therefore, character education, social skills and behavioral responses will be taught, practiced and rewarded on a consistent basis in order to help students make the appropriate attitude adjustments.

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

All staff are required to review the student's IEPs and BIPs in order to access the needs of the students. Teachers and staff ensures that each student is exposed to character education and social skills on a daily basis by infusing it throughout the general curriculum. All students have access to counseling through the school's mental health counselor, social worker and guidance counselor. At Gateway/Silver Star Center we use staff meetings, assemblies, class and parent, meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

It is an expectation that staff will:

- know school guidelines
- be fair, positive and consistent
- keep classrooms orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment to decrease the opportunity for the student to be traumatized further.
- Implement an effective Classroom Management Plan.
- Implement stress management and relaxation techniques.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns.
- Exercise patience with students who show signs of stress.
- Manage personal and professional stress so that individuals do not take students' misbehavior personally.

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

Attendance is monitored closely by the attendance clerk and social worker assigned to track attendance and truancy.

Suspensions are monitored by the behavior clerk by collecting and charting discipline data. This data is distributed, analyzed and discussed during the school's leadership team meetings and Behavior PLCs in order to access the effectiveness of the behavior modification system.

At the end of each marking period teachers provide a grade justification form for all students earning a "D" or "F" in their course.

Teachers are required to review baseline assessments and utilize progress monitoring resources to provide differentiated instruction that will accommodate the needs of all students.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	15	10	11	9	12	2	1	60
One or more suspensions	3	0	0	4	3	0	1	11
Course failure in ELA or Math	7	7	6	7	3	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Students exhibiting two or more indicators	8	5	6	3	5	27

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

Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.

The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. Weekly PLC meetings are held to discuss student progress and interventions strategies utilized in the classrooms to aid in the improvement of student academic achievement.

Family engagement opportunities are provided to support family members to be an active participant in their child's learning.

Students who score a level 1 or 2 on reading are appropriately placed in a single and/or double block of reading. The students participate in the district approved reading program(s) Read 180, Systems 44, or Achieve 3000.

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/195227>.

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

Gateway School-Silver Star Center utilizes a systemic and systematic approach in regards to building and sustaining partnerships as a means of securing and utilizing resources to support the school and encourage student achievement. Gateway School-Silver Star Center through its Student Support Services Department uses a systematic approach geared toward creating interdependent connections between the school and the community-at-large. Additionally, this systems approach provides Gateway School-Silver Star Center with a unique platform and various interactive elements (i.e. internships and externships) within the community that makes us accessible by the community and provides us access into the local community. Gateway School-Silver Star Center maintains a strong relationship with the UCF School of Social Work. UCF's School of Social Work provides generalist and clinical interns that aid and further extends the school's partnership and community outreach with agencies within and outside of those provided by OCPS Partners in Education initiative.

Systematically, Student Support Services will continue to establish working relationships with organizations which continue to assist our students and their families with academic achievement through networking opportunities. For instance we have working relationships with the following organizations:

Ms. Bertha's Food Pantry (Holiday Dinners and Emergency Weekend Backpack)

She assists with student events (snacks and drinks). Ms. Bertha also assists with guest speakers for Teach-In and/or regular school events.

Local Churches

St. Margaret: Holiday gifts and guest speakers.

St. Luke's: school supplies and book bags.

UCF School of Social Work

Generalist Intern: Sonica Sharma

Responsibilities include: Creating a resource list and seeking new members of our community to assist with developing new relationships and finding additional resources.

OCPS Gateway School-Silver Star Center

Partner In Education Coordinator

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
Scott, Elaine	Principal
Josephs Richardson, Alicia	Assistant Principal
Caldwell, Richard	Dean
Smith, Inga	Dean
Wise, Annette	Instructional Coach
Marrs, Marva	Instructional Coach

Duties

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

Principal Elaine Scott and Assistant Principal Alicia Josephs Richardson: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of the school staff, ensures implementation of intervention of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Marva Marrs, Curriculum Resource Teacher: Facilitates on-site professional development for teachers and staff. Participates in student data collection, identifies and assists teachers with integrating core instructional activities/materials into their instruction. Acts as a liaison between teachers, MTSS Team and administrators.

Annette Wise, Reading Coach: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Inga Smith and Richard "Jean" Caldwell, MTSS Coach: Conducts on-site training on the school-wide behavior management system. works collaboratively with administration to ensure that the behavior management system is implemented with fidelity. Liaison between the district and core MTSS Team. Represents the school at District level trainings/meetings. Disseminates information received during routine MTSS Team meetings.

Zerek Mayes, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Alan Magbanua, SAFE Coordinator: Links students requiring additional support services to community programs and partners. Kevin McGuire, Mental Health Counselor: Responsible for the facilitation, coordination and expansion of mental health and related services for students with disabilities. Provide individual mental health counseling to a smaller identified group with need for more intense direct service.

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

MTSS/Rtl is an extension of the school's leadership team, strategically integrated in order to support the

administration through a process of problem solving as issues and concerns arise through an ongoing, examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title 1 funds will be used to develop community outreach/parent empowerment fair, and parent night. Motivational speakers will be used throughout the year to address students and parents.

Supplemental material will be provided for parents and students as they relate to parent and student need.

Title 1 funds and operational funds are used for technology in the classrooms.

Reading Coaches will provide enrichment activities for level 3 and higher students. Additionally, the reading coaches support new teachers with standards based instruction and providing teachers effective strategies in differentiating their instruction.

Non-reoccurring funds were used to purchase, Smart boards and Digital Curriculum like Achieve 3000 materials for all reading classes.

Title 1 and general budget will purchase STEM Activities for use in science and math classrooms. OCPS food services provides free breakfast for all students attending Silver Star Center ensuring that all students start the day off with something to eat. They also provide lunch services to students helping them reach a balanced and nutritious diet.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Elaine Scott	Principal
Jennifer Tebo-Hammond	Teacher
Zerek Mayes	Teacher
Annette Wise	Teacher
Marva Marrs	Teacher
Lorna Kitson	Teacher
Deborah Dobson	Education Support Employee
Donald Watson	Student
Priscilla Bracho	Student
Julie Paddle	Parent
Doris Jackson	Business/Community
Valory Scott	Business/Community
Marcy Matthews	Business/Community
Isabel Dominguez	Business/Community
Michelle Saintuny	Business/Community
Ruby Terry	Business/Community
Matthew Lammey	Student
Charles Hardy, III	Education Support Employee
Jennifer Richmond	Parent
Ophelia Harris	Parent
Denise Hall	Parent
Nita Martinez	Parent
Betty Morales	Parent
Maxine Blake	Parent
Lorenzo Blake	Parent
Ray Young	Parent
Krystelle Vieux	Business/Community
Ashley Williams	Business/Community
Sydney Barta	Business/Community
Santricoa Nelson	Business/Community
Rose Cooper	Business/Community
Mary Sims	Business/Community
Rose Kalala	Business/Community
Walton Morgan	Business/Community
Michelle Saintuny	Business/Community
Rose Gordon	Business/Community

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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

Development of this school improvement plan

School SAC staff members assist principal in accessing needed information in various areas of the school improvement plan.

Preparation of the school's annual budget and plan

During the Spring SAC meeting, the current budget expenditures were reviewed. At that time, the purchases of such items as computers, Promethean boards, textbooks, professional development and other instructional materials and contracts renewals were discussed.

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

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

No

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

The school will upload the final SAC roster by October 30, 2015.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Josephs Richardson, Alicia	Assistant Principal
Marrs, Marva	Instructional Coach
Wise, Annette	Instructional Coach
Scott, Elaine	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team conducts weekly meetings with instructional focus each 9 week period. The team conducts regular classroom walk-throughs to monitor instructional practices, including alignment of content curriculum to the Scope and Sequence for each nine week period. The team utilizes student data from current formative and summative assessments to identify students' learning needs. The data gathered is used following the Multi-Tiered System of Support (MTSS) framework. Students' learning needs are identified and students are placed in the appropriate tier on the MTSS triangle. Academic and behavior support are aligned to meet the students' need. An action plan will be developed to outline specific activities to fulfill our major initiatives. Our focus will be to increase participation and performance within a rigorous curriculum and increase achievement levels for all subgroups. The Florida Continuous Improvement Model (FCIM), in conjunction with our

school's tiered interventions, will be used as the process to monitor student academic progress. Interdisciplinary lesson plans and analysis of student portfolios will be used to monitor implementation within the classroom. Strategies will include, thinking maps and graphic organizers, positive behavior recognition, Socratic Circle, one on one tutoring and mentoring, student of the week recognition, and field trip incentives. The media specialist provides incentives to students to increase reading on a monthly basis.

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 teachers work collaboratively in academic and behavioral PLCs. They meet on a weekly basis to develop cross curricular lesson plans and discuss implementation and effectiveness of behavior interventions. Master schedule is developed to include common planning for key content areas. The mentoring and new teacher induction process assists teachers new to the school and district to make meaningful connections with veteran teachers. Through this collaborative work, teachers build capacity for their instructional practices and collegiate relationships.

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

Gateway School partners with University of Central Florida in order to create a very successful internship program for their Social Work interns. The administrative team provides professional development and leadership opportunities for teachers to share ideas and implement strategies that impact student achievement.

Administration also participate in OCPS job fairs to recruit teachers as well as by word of mouth and by using the OCPS HR department to identify highly qualified teachers and locate staff that would benefit our student population. The staff is retained by offering additional supplements and providing opportunities to advance within the school along with a small student-teacher ratio. An interview panel, which consists of the Principal, Assistant Principal and staff, conducts the interviews and make hiring decisions that are in the best interest of the students at the alternative settings.

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

Teacher leaders who have previous experiences as a mentor and have worked with a similar population of students are provided with the opportunity to work with beginning teachers. All mentors have taken required training necessary to function in this capacity. Mentors will meet on a bi-weekly basis to assist mentees with completing their ACP or PEC requirements.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional

Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The process of analyzing and disaggregating data is aligned with the Multi-Tiered System of Support (MTSS). Multiple sources of data such as, Achieve 3000, Systems 44, Read 180, and formative and summative assessments are utilized to determine our students' academic achievement, academic placement on the MTSS triangle and learning needs. Teachers use the data to conduct individual data chats with their students; this process helps our students' be active members in their academic achievements. The Rotational and Gradual Release models of instruction are the overarching instructional processes utilized at this school that support the diverse learner. Teachers differentiate their instruction based on students learning needs, utilizing learning centers and research-based strategies such as strategies found in the Kagan model.

Students' in Tier 1 of the MTSS framework receive core classroom instruction as well as general academic and behavior support. Students in tier 2 receive core academic and behavior support, as well as strategically targeted intervention aligned with students' needs. Students in Tier 3 receive core classroom academic and behavior instruction, plus a more targeted and focused instruction, generally in a reduced group size or one-on-one instruction. Academic accommodations on students' Individual Education Plans are strictly adhered to.

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 Year

Minutes added to school year: 124

Extended School Year (ESY) is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services is determined on an individual basis by the IEP team.

Strategy Rationale

To aid in the mastery of student IEP goals.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Josephs Richardson, Alicia, alicia.josephsrichardson@ocps.net

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

Review of student progress on their IEP goals is used to determine the need for this strategy. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data will be collected at the end of each session. Data is shared with teachers and reviewed with leadership team. Behavior data are collected daily.

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

Student orientation is provided for incoming students giving them expectations for the school year. Gateway works in collaboration with feeder schools to ensure that the students are enrolled in the same coursework as their feeder school. The staffing specialist meets with the feeder schools determine appropriate placement and services for the student.

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

Transition inventories are conducted with all students 14 years or older. Transition planning to include career interest and goals are set for students on their Transition Individual Education Plan(s) (TIEP).

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

Students are given the opportunity and encouraged to participate in Career and Technical courses that are offered on site. 21st Century skills which emphasize life-long learning and the use of digital tools for everyday life has a focus in all coursework.

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

All students have an IEP or a TIEP, which is reviewed at least once a year.

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

Gateway School is a separate day school for students with disabilities. It is designed for temporary placement. Students are generally transitioned back to their zoned school after completing the set 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards-based instruction and in the instructional framework across all content areas. (Division Priority: Invest in Human Capital)

- G2.** Student achievement will increase with the implementation of the Multi-Tiered System of Supports (MTSS) process. (Division Priority: Accelerate Student Performance)

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. Teachers will gain competence in rigorous, standards-based instruction and in the instructional framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G073744

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	50.0
AMO Math - All Students	44.0
Attendance rate	95.0

Resources Available to Support the Goal 2

- District and school based professional development
- Side-by-side coaching
- Classroom observations with feedback
- IMS
- Core curriculum
- Achieve 3000, Systems 44, and Read 180

Targeted Barriers to Achieving the Goal 3

- Brand new teachers have limited skills on deconstructing the standards and aligning evidence to the standard.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies. I-Observation data, instructional data notebooks and instructional support data notebooks will be monitored.

Person Responsible

Elaine Scott

Schedule

Quarterly, from 10/5/2015 to 5/30/2016

Evidence of Completion

i-Observation Data, Sign-in sheets, lesson plan review sheets, coach logs, Florida state assessments and formative and summative data

G2. Student achievement will increase with the implementation of the Multi-Tiered System of Supports (MTSS) process. (Division Priority: Accelerate Student Performance) 1a

G073745

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	50.0
AMO Math - All Students	44.0

Resources Available to Support the Goal 2

- Achieve 3000, Systems 44 and Read 180
- Florida Oral Reading Fluency (FORF)
- Classroom Libraries
- Student Textbooks
- Classroom Technology
- Scholastic Math
- IMS
- MTSS team and support

Targeted Barriers to Achieving the Goal 3

- Teachers do not meet the diverse needs of their students by differentiating instruction.

Plan to Monitor Progress Toward G2. 8

Administrators will systematically progress monitor strategies related to this goal throughout the year, through analysis and disaggregation of data. Classroom walkthrough for evidence of differentiated Instruction, i-Observation data will be monitored.

Person Responsible

Elaine Scott

Schedule

Quarterly, from 8/25/2015 to 6/8/2016

Evidence of Completion

There will be an increase in student achievement and positive movement across the MTSS tiers. Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, and i-Observation data/feedback will be monitored.

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. Teachers will gain competence in rigorous, standards-based instruction and in the instructional framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G073744

G1.B1 Brand new teachers have limited skills on deconstructing the standards and aligning evidence to the standard. **2**

 B192551

G1.B1.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. **4**

 S204037

Strategy Rationale

High-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills will assist in their growth and development.

Action Step 1 **5**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Person Responsible

Alicia Josephs Richardson

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Sign in sheets and agendas

Action Step 2 5

PD on Standards-based Observation and Using Companion Elements and the Taxonomy for increased Rigor in the Classroom

Person Responsible

Alicia Josephs Richardson

Schedule

On 8/18/2015

Evidence of Completion

Staff sign-in sheet

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.

Person Responsible

Alicia Josephs Richardson

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Action Step 4 5

Instructional coach will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Marva Marrs

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Coach's logs, i-Observations data/feedback

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

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.

Person Responsible

Elaine Scott

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

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

Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard. Review i-Observation reports and feedback.

Person Responsible

Elaine Scott

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

i-Observation reports, increased achievement in student performance, improvement in pedagogical skills

G2. Student achievement will increase with the implementation of the Multi-Tiered System of Supports (MTSS) process. (Division Priority: Accelerate Student Performance) 1

G073745

G2.B5 Teachers do not meet the diverse needs of their students by differentiating instruction. 2

B192557

G2.B5.S1 Teachers have difficulty differentiated instruction to meet the needs of Tier 2 and Tier 3 students. 4

S204046

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Person Responsible

Marva Marrs

Schedule

Every 6 Weeks, from 9/2/2015 to 6/8/2016

Evidence of Completion

Agenda and sign-in sheets

Action Step 2 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Person Responsible

Marva Marrs

Schedule

Quarterly, from 11/11/2015 to 6/8/2016

Evidence of Completion

Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

Action Step 3 5

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

Person Responsible

Elaine Scott

Schedule

Weekly, from 11/16/2015 to 6/8/2016

Evidence of Completion

i-Observation data/feedback

Action Step 4 5

Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction. Instructional coaches will provide side-by-side coaching and modeling for new and struggling teachers.

Person Responsible

Alicia Josephs Richardson

Schedule

Weekly, from 11/23/2015 to 6/8/2016

Evidence of Completion

Peer observation reflection logs and coach's logs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Alicia Josephs Richardson

Schedule

Weekly, from 11/16/2015 to 6/8/2016

Evidence of Completion

Meeting notes, i-Observation data and feedback and lesson plans reviews

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

MTSS leadership team meeting notes/agenda

Person Responsible

Inga Smith

Schedule

Monthly, from 9/28/2015 to 6/8/2016

Evidence of Completion

Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

Person Responsible

Alicia Josephs Richardson

Schedule

Weekly, from 11/16/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Classroom walkthrough for evidence of differentiated Instruction, i-Observation data

Person Responsible

Elaine Scott

Schedule

Weekly, from 11/16/2015 to 6/8/2016

Evidence of Completion

Classroom walk-through notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

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	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	Josephs Richardson, Alicia	8/18/2015	Sign in sheets and agendas	6/8/2016 monthly
G2.B5.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.	Marrs, Marva	9/2/2015	Agenda and sign-in sheets	6/8/2016 every-6-weeks
G1.B1.S1.A2	PD on Standards-based Observation and Using Companion Elements and the Taxonomy for increased Rigor in the Classroom	Josephs Richardson, Alicia	8/18/2015	Staff sign-in sheet	8/18/2015 one-time
G2.B5.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	Marrs, Marva	11/11/2015	Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	6/8/2016 quarterly
G1.B1.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	Josephs Richardson, Alicia	8/24/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.B5.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	Scott, Elaine	11/16/2015	i-Observation data/feedback	6/8/2016 weekly
G1.B1.S1.A4	Instructional coach will provide modeling and side-by-side coaching to struggling teachers.	Marrs, Marva	9/7/2015	Coach's logs, i-Observations data/feedback	6/8/2016 weekly
G2.B5.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction. Instructional coaches will provide side-by-side coaching and modeling for new and struggling teachers.	Josephs Richardson, Alicia	11/23/2015	Peer observation reflection logs and coach's logs	6/8/2016 weekly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies. I-Observation data, instructional data notebooks and instructional support data notebooks will be monitored.	Scott, Elaine	10/5/2015	i-Observation Data, Sign-in sheets, lesson plan review sheets, coach logs, Florida state assessments and formative and summative data	5/30/2016 quarterly
G1.B1.S1.MA1	Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard. Review i-Observation reports and feedback.	Scott, Elaine	9/8/2015	i-Observation reports, increased achievement in student performance, improvement in pedagogical skills	6/1/2016 weekly
G1.B1.S1.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.	Scott, Elaine	9/8/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.MA1	Administrators will systematically progress monitor strategies related to this goal throughout the year, through analysis and disaggregation of data. Classroom walkthrough for evidence of differentiated Instruction, i-Observation data will be monitored.	Scott, Elaine	8/25/2015	There will be an increase in student achievement and positive movement across the MTSS tiers. Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, and i-Observation data/feedback will be monitored.	6/8/2016 quarterly
G2.B5.S1.MA1	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Scott, Elaine	11/16/2015	Classroom walk-through notes, meeting notes, differentiated	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				instructional lesson plans, i-Observation data/feedback	
G2.B5.S1.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Josephs Richardson, Alicia	11/16/2015	Meeting notes, i-Observation data and feedback and lesson plans reviews	6/8/2016 weekly
G2.B5.S1.MA2	MTSS leadership team meeting notes/agenda	Smith, Inga	9/28/2015	Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.	6/8/2016 monthly
G2.B5.S1.MA3	Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.	Josephs Richardson, Alicia	11/16/2015	i-Observation data and feedback to teachers	6/8/2016 weekly

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. Teachers will gain competence in rigorous, standards-based instruction and in the instructional framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B1 Brand new teachers have limited skills on deconstructing the standards and aligning evidence to the standard.

G1.B1.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Facilitator

Alicia Josephs Richardson

Participants

Classroom teachers

Schedule

Monthly, from 8/18/2015 to 6/8/2016

PD Opportunity 2

PD on Standards-based Observation and Using Companion Elements and the Taxonomy for increased Rigor in the Classroom

Facilitator

Alicia Josephs Richardson

Participants

Classroom teachers

Schedule

On 8/18/2015

G2. Student achievement will increase with the implementation of the Multi-Tiered System of Supports (MTSS) process. (Division Priority: Accelerate Student Performance)

G2.B5 Teachers do not meet the diverse needs of their students by differentiating instruction.

G2.B5.S1 Teachers have difficulty differentiated instruction to meet the needs of Tier 2 and Tier 3 students.

PD Opportunity 1

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Facilitator

Instructional coach and reading coaches

Participants

Classroom teachers

Schedule

Every 6 Weeks, from 9/2/2015 to 6/8/2016

PD Opportunity 2

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Facilitator

Instructional coach and reading coaches

Participants

Classroom teachers

Schedule

Quarterly, from 11/11/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.				\$24,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5200	140-Substitute Teachers	0591 - Gateway	General Fund		\$24,500.00

Budget Data						
						<i>Notes: Substitutes</i>
2	G1.B1.S1.A2	PD on Standards-based Observation and Using Companion Elements and the Taxonomy for increased Rigor in the Classroom				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	0591 - Gateway	Title I Part A		\$5,000.00
						<i>Notes: Professional Development Materials, Consultants, State/National Travel</i>
3	G1.B1.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.				\$0.00
4	G1.B1.S1.A4	Instructional coach will provide modeling and side-by-side coaching to struggling teachers.				\$0.00
5	G2.B5.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.				\$0.00
6	G2.B5.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.				\$0.00
7	G2.B5.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.				\$0.00
8	G2.B5.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction. Instructional coaches will provide side-by-side coaching and modeling for new and struggling teachers.				\$0.00
					Total:	\$29,500.00