Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gateway High School

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Kissimmee, FL 34744
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www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	73%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	A	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Gateway High School

Principal
Larry Meadows

School Advisory Council chair
Mala Cruz

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Larry Meadows	Principal
Leigh Anne Cooley	Assistant Principal of Instruction
Bradley Linville	Assistant Principal
Rolando Casado	Assistant Principal
Georgette Paul-Zin	Assistant Principal
David Eric Saltsman	Math Coach
Dana Jacobson	Literacy Coach
Edwena Timpson	Literacy Coach
Shaleeza Razack	Science Coach
John Travis James	Lead Administrative Dean
Andrew Baghan	Administrative Dean
Shelley Briggs	Administrative Dean
Tanishia Simpson	Lead Guidance Counselor
Andrea Richard	Guidance Counselor
Omar Phillip	Guidance Counselor
Valerie Rizer	Guidance Counselor
Pam Strickland	Guidance Counselor
Robert Russell	IB Program Coordinator
Norine Stazko	ESOL Compliance Specialist
Maritza Suarez	ESE Compliance Specialist
Nahida Mehta	Testing Coordinator
Tiana Coleman	AVID Program Coordinator

District-Level Information

District
Osceola

Superintendent

Ms. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Demographics for Gateway High School's SAC are as follows:
43% Hispanic, 38% White, 9.5% Asian, and 9.5% Other. Almost 81% of the SAC are comprised of parents and community members, while the other 19% is comprised of district employees.
Position titles include: Principal, SAC chair, Teachers/Staff.

Involvement of the SAC in the development of the SIP

SAC members assist in the preparation and evaluation of the school improvement plan in accordance with the members' titles and associated responsibilities as described below.
Principal: 1) Provides leadership in school improvement matters, 2) Involves all stakeholder groups in determining school priorities, and 3) Creates a student and parent friendly environment
SAC Chair: 1) Conducts SAC meetings, 2) Ensures all stakeholders have an opportunity for input of ideas, and 3) Reviews and completes SAC meeting minutes.
Teachers/Staff: 1) Provide input and share key information with SAC members
Students: 1) Share the student perspective for overall improvement of the SIP

Activities of the SAC for the upcoming school year

Activities of the SAC are aimed at increasing student achievement and parental involvement while striving to meet the goals of the SIP. Upcoming activities provided by SAC will include events for Title I preparation, college and career readiness, literacy awareness week, an FCAT information evening, a science/STEAM event, a data awareness event in regards to mathematics, and a teacher day to celebrate success.

Projected use of school improvement funds, including the amount allocated to each project

No funds were allocated for the 2013-2014 academic year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Larry Meadows

Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Ed Specialist in Educational Leadership - University of Florida
Performance Record	Gateway High School was an 'A' school for two consecutive years, 2010-2011 and 2011-2012.

Georgette Paul-Zin

Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Educational Specialist - Ed. Leadership Master of Science - Special Education Bachelor of Science - Business Administration
Performance Record	School-wide increase in student achievement for 2012-2013

Rolando Casado

Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Specialist Degree - Ed. Leadership Master of Education - Curriculum and Instruction Bachelor of Science - Business Administration Certifications: 1) Ed. Leadership K-12 and 2) Business Education
Performance Record	Gateway High School earned 'A' grades in 2011-2012 and 2012-2013.

Leigh Anne Cooley

Asst Principal	Years as Administrator: 5	Years at Current School: 4

Credentials	Ed.D. Educational Leadership Ed.S. Educational Leadership M.S. Secondary Ed - English B.S. Language Arts
Performance Record	Gateway High School was an 'A' school for two consecutive years, 2010-2011 and 2011-2012.

Brad Linville		
Asst Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	MA Ed Leadership - Stetson University BA CJ/Sociology - University of Central Florida
Performance Record	Increase in student achievement at Gateway High School and Discovery Intermediate School

Instructional Coaches

# of instructional coaches
4

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Dana Jacobson		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Ed.D Educational Leadership M.Ed.-Educational Leadership BA-History of Art Certified in English 5-9, Educational Leadership All Levels, Art K-12, Reading Endorsement	
Performance Record	Gateway High School was an 'A' school two years in a row.	

Shaleeza Razack		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
Areas	Science	
Credentials	B.S. Biology Certified in Biology 6-12	
Performance Record	2012-2013 Biology EOC-68% passing 2011-2012 Biology EOC-64% passing	

Edwena Timpson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	Other
Credentials	Ed.D Candidate (21 credits complete) M.Ed - Curriculum and Instruction, Specializing in Language Arts BA English Certified in English 6-12
Performance Record	2012-2013 Average FCAT Writing Scores 3.9

David Saltsman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Mathematics
Credentials	MS Ed Curriculum and Instruction BS Ed Secondary Math Education BS Mathematics Certified in Mathematics 6-12
Performance Record	2011-2012 and 2012-2013 Gateway High School earned an 'A' grade Algebra I EOC pass percentage increased by 13% from 2012 to 2013 Geometry EOC pass percentage increased by 6% from 2012 to 2013

Classroom Teachers

# of classroom teachers
128

 # receiving effective rating or higher
126, 98%

 # Highly Qualified Teachers
98%

 # certified in-field
125, 98%

 # ESOL endorsed
33, 26%

 # reading endorsed
17, 13%

 # with advanced degrees
67, 52%

 # National Board Certified
8, 6%

 # first-year teachers
5, 4%

 # with 1-5 years of experience
38, 30%

 # with 6-14 years of experience
45, 35%

 # with 15 or more years of experience
40, 31%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
13

 # receiving effective rating or higher
13, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Professional Learning Communities
Provide teachers the needed strategies and collaboration time through the Wednesday PLC, focusing on appropriate and ongoing Learning. This will entail looking at student performance data and strategies for improvement. It will encompass the RtI component. Concentrating on efficient and effective instruction. They will develop target curriculum and instructional strategies.
Administrators & Instructional Coaches are responsible.
2. Interview process
Applying teachers will be interviewed by the administration and the expectations will be addressed in the initial interview.
Administrators are responsible.
3. Planit
All teachers will be provided with an online tool for creating and organizing lesson plans. In addition to making lesson preparation possible, this system encourages reflection and promotes positive interactions between colleagues through both PLC discussion and peer lesson plan reviews.
Administrators & Department Heads are responsible.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teacher: Nelson Marrero
Mentor: Vonda Baize
Ms. Baize is the math department chairperson. Ms. Baize will meet with Mr. Marrero to review the new teacher portfolio and provide on-going support.
New Teacher: Tamarah Files-Thomas
Mentor: Nahida Mehta
Ms. Mehta is a veteran GHS teacher and mentor. Ms. Mehta will provide support and work with Ms. Files-Thomas to complete the new teacher portfolio requirements.
New Teacher: Eric Schultz
Mentor: Robert LeBlanc
Mr. LeBlanc is a veteran GHS teacher and mentor. He will provide support and work with Mr. Schultz to complete the new teacher portfolio requirements.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets every two weeks at Gateway High School to determine the needs of the student population. Student data is analyzed in order to formulate the necessary steps to service the students. Several data sources are used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The FCAT, FAIR, EOC, and anecdotal and discipline records are used in the screening process. Low performing students who fall below a 2.0 grade point average or are over age for grade level placement are closely monitored via our school-based mentor program.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS team is comprised of guidance counselors, deans of students, specialists, academic coaches, school psychologist, and administrators. Each member of the team is responsible for taking an active role in student achievement. Members will not only monitor students' academic progress, but will investigate the students' emotional and behavioral progress. Documentation will be recorded in Orbit via bi-weekly conferences with the students. The MTSS team will monitor student academic progress by reviewing data from Principal Viewer, PIV, or TERMS. After each nine weeks, data will be reviewed with students. The team will conduct individual conferences with students who are not showing progress within core academic content areas. Students producing D and F grades will be targeted and parent teacher conferences will be conducted as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

To monitor MTSS, we review meeting minutes, Orbit MTSS Notes, measuring how students are benefiting from participation. In addition we monitor SIP, administrators review lesson plans, student progress monitoring data, and conduct classroom walkthroughs to ensure that standards-based instruction is taking place.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Terms - Infrastructure Data System for all student data
Principal Viewer - Linked to teachers' gradebooks
ODMS - Specialized reports designed to identify trends
Orbit - Makes discipline and academic data more accessible to teachers and leadership
FAIR - Online system to measure student performance in reading
DataDirector - Online system to measure student performance via customizable assessments and reports
Observable behavior through Classroom Behavior Observation by SBLT team including School Psychologist
Behavior Assessment System for Children (BASC)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Gateway High School has an MTSS School-Based Leadership Committee that meets routinely (every two weeks). The Committee is comprised of: counselors, deans, program coordinators, specialists, coaches, assistant principals, and principal. During meeting times, the team collaborates on how to meet the diverse needs of every student. The team has devised an internal, centralized data center to collect and share information on individual students. During SAC and Title I meetings, MTSS & the SIP are presented and discussed.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Gateway High School will host Panther Power Hour (PPH) during time frames leading up to Algebra I EOC exams (retakes and/or first time exam takers) and/or ACT and SAT exams. The PPH are aimed at improving student academic achievement through remediation of state mandated content for Algebra I, and supporting college-bound students with exam strategies for college entry exams. The school will target students who are identified as needing to pass the Algebra I EOC. The sessions will take place on Tuesday and Thursday afternoons from 2:20-3:20 in the appropriate teachers' classrooms. Teachers will use research based strategies and benchmark aligned curricula to increase student achievement. The program will be marketed to students via posters, automated calls, flyers, and invitations to students' homes.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be analyzed according to the following exam outcomes:
1) ACT and SAT scores (summative)
2) EOC exam scores (summative)
3) Algebra I mini-assessments (formative)
If this program is deemed to be effective, it is expected that students will increase exam scores on the Algebra I EOC or SAT/ACT by at least 10%.

Who is responsible for monitoring implementation of this strategy?

Rolando Casado

Strategy: Weekend Program
Minutes added to school year:

Gateway High School will host a Panther Prep Program (PPP) during time frames leading up to Algebra I EOC exams (retakes and/or first time exam takers) and/or ACT and SAT exams. The PPP is aimed at improving student academic achievement through remediation of state mandated content for Algebra I, and supporting college bound students with exam strategies for college entry exams. The school will target students who are identified as needing to pass the Algebra I EOC. The sessions will take place on Saturdays from 9:00 am-12:00 pm in Building 26. Building 26 was chosen as the rooms in this location are equipped with various forms of technology that will facilitate remediation. Teachers will use research based strategies and benchmark aligned curricula to increase student achievement. The program will be marketed to students via posters, automated calls, flyers, and invitations to students' homes.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be analyzed according to the following exam outcomes:
1) ACT and SAT scores (summative)
2) EOC exam scores (summative)
3) Algebra I mini-assessments (formative)
If this program is deemed to be effective, it is expected that students will increase exam scores on the Algebra I EOC or SAT/ACT by at least 10%.

Who is responsible for monitoring implementation of this strategy?

Rolando Casado

Strategy: Summer Program

Minutes added to school year:

Gateway High School will host a summer remediation program during time frames leading up to Algebra I EOC exams. The program is aimed at improving student academic achievement through remediation of state mandated content for Algebra I. The school will target students who are identified as needing to pass the Algebra I EOC. The sessions will take place Mondays - Thursdays, across two sessions. Building 26 was chosen as the rooms in this location are equipped with various forms of technology that will facilitate remediation. Teachers will use research based strategies and benchmark aligned curricula to increase student achievement. The program will be marketed to students via posters, automated calls, flyers, and invitations to students' homes.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

EOC exam scores (summative)
Algebra I mini-assessments (formative)
If this program is deemed to be effective, it is expected that students will increase exam scores on the Algebra I EOC or SAT/ACT by at least 10%.

Who is responsible for monitoring implementation of this strategy?

Rolando Casado

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Larry Meadows	Principal
Leigh Anne Cooley	Assistant Principal
Brad Linville	Assistant Principal
Rolando Casado	Assistant Principal
Dana Jacobson	Literacy Coach
Edwena Timpson	Learning Resource Specialist
Shaleeza Razack	Science Coach
David Saltsman	Math Coach
Nahida Mehta	Testing Coordinator
Georgetee Paul-Zinn	Assistant Principal

How the school-based LLT functions

The Literacy Leadership Team works to strategically coordinate curriculum and core subjects to improve fluency in reading and writing throughout all disciplines during the academic year.

Major initiatives of the LLT

A major initiative of the Literacy Leadership Team is to increase rigorous reading and writing by implementing a formulaic research and writing process for all disciplines.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will have the responsibility to teach, implement, and require one research based learning goal per academic year. Teachers will be instructed via a school-wide initiative.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Gateway High School provides programs designed to help students connect the importance of courses to future career goals and aspirations post secondary level graduation:
1. Career and technological Education (CTE) -A program that provides career and technical education for students with aspirations of succedding a specific workforce, including training for workforce occupations and industry certifications. Support for students include teacher and counselor assistance and industry informational sessions.
2. Nursing Health Science Program (NHSP)- A program which certifies students in CMAA and students can earn college credits for each certification fulfillment.
3. Advanced Individual Determination (AVID)- A district-wide college preparatory program for at-risk students which provides emotional and familial support, academic and learning strategies, increased rigorous curriculum, and outreach opportunities for first generational college goers. Its goal is to decrease the achievement gap while preparing students for college readiness and a global society. Students are generally 2.0-3.0 students who agree to follow the rules of the AVID program and with the support of their parents/guardians, actively participate in mission and goals of the program which include mandatory volunter hours. The Avid facilitator, the students' advocate, works closely with parents. The Lead and Assistant Principal of the school offer active support for this team of students.
4. Advanced Placement (AP)- A college-preparatory program for highly motivated students who take advanced courses that can be applied to a college course. This program provides with college credits with successful class and test passing grades.
5. Dual Enrollment- This program allows students who successfully pass the Pert assessment and have a certain Grade Passing Average (G.P.A.) to matriculate both in high school and college. Students earn collegiate credits while in high school. This program includes counselor-supported direction and guidance.
6. Twenty-first Century (21st Century Program)-An afterschool program that provides a happy, and healthy environment designed to be a safe harbour for high school students. This program offers afterschool classes for remedial and academic support. A new component in this program includes a 'LifeSkill" component which will help students prepare for life after school with financial education (ie.banking, budgeting, etc...) and making positive choices for life.
7. International Baccalureate (IB) -This program enhances students' academic, social, artistic, and technological needs to meet the challenges of a rapidly changing and increasingly diverse society. Students are chosen for varied reasons and show an aptitude tor advanced classes and a desire to excel in academics. This program is facilitated by a I.B. Director who provides guidance, graduation information, and academic support.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

Gateway High School has school-wide initiatives in place to improve student readiness for public post-secondary ascension:
1. Cornell-Notes- A school-wide initiative using a formalize note-taking process. This system allows for an organized way to summarize information, gather main details of a lecture, and review tests more efficiently. This process can assist students in a collegiate environment in which lecturing and organized notes are common.

2. Marzano's, The Art and Science of Teaching (Marzano, 2007)- A district wide implementation of professional development for teachers involving learning goals, tracking student progress, and celebrate student success. Teachers are trained in establishing focused practice goals, establishing and maintaining classroom rules and procedures, helping students interact with new knowledge, and communicating high expectations for all students. Teachers' practice is tracked through observations and walkthroughs; coaches support and assist teachers who vary in proficiency and abilities. All teachers must improve as they traverse the spectrum of levels that begin with "applying" to the top level, the "innovative teacher." The idea is that better teacher create better students.

3. Panther Power Hour- A school offered after school initiative to prepare students to successfully pass End of Course Exams and be better-prepared for collegiate-required course, such as SATs and ACTs.

4. Smarthinking Tutorial Online Progam- A District-sponsored tutorial program that all students can utilize for assisted help in writing and math courses.

5. AVID- Advanced Individual Determination is a school program in which "academic at-risk" students are interviewed and enter into a contract to accept the support of the program, actively participating in academic learning strategies to improve their G.P.A. and prepare them for academic success at the collegiate level. Students are recommended by teachers and staff who recognize their potential and need for assistance.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	50%	No	60%
American Indian				
Asian	85%	84%	Yes	87%
Black/African American	48%	50%	Yes	54%
Hispanic	52%	44%	No	57%
White	73%	69%	Yes	75%
English language learners	33%	11%	No	39%
Students with disabilities	26%	20%	No	33%
Economically disadvantaged	51%	45%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	255	22%	32%
Students scoring at or above Achievement Level 4	307	26%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		44%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	861	71%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	843	71%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	50	16%	26%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	18%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	7%	17%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	401	82%	92%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	397	73%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		66%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	54%	Yes	48%
American Indian				
Asian	87%	93%	Yes	88%
Black/African American	48%	44%	No	53%
Hispanic	41%	48%	Yes	47%
White	48%	76%	Yes	54%
English language learners	31%	21%	No	38%
Students with disabilities	28%	31%	Yes	35%
Economically disadvantaged	41%	49%	Yes	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		49%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	640	67%	77%
Students in lowest 25% making learning gains (EOC)	628	67%	77%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	423	59%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	21%	31%
Students scoring at or above Achievement Level 4	44	12%	22%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	28%	62%
Students scoring at or above Achievement Level 4	91	17%	27%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		83%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		17%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	37%	47%
Students scoring at or above Achievement Level 4	176	29%	39%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	407	16%	16%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	369	91%	96%
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	357	88%	93%
Passing rate (%) for students who take CTE industry certification exams		85%	95%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	300	12%	6%
Students in ninth grade with one or more absences within the first 20 days	246	33%	23%
Students in ninth grade who fail two or more courses in any subject	36	5%	3%
Students with grade point average less than 2.0	357	17%	9%
Students who fail to progress on-time to tenth grade	43	7%	4%
Students who receive two or more behavior referrals	457	18%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	678	27%	17%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	20	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	408	84%	94%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	93	76%	86%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	408	84%	94%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. School Advisory Council
2. Oasis School Volunteer Identification Program
3. College and Career Department
4. International Baccalaureate Program
5. AVID Program
6. ESE Program
7. ESOL Program
8. 21st Century
9. Athlethic Department
10. Band Department

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School Advisory Council	30	2%	8%
Oasis School Volunteer Program	160	5%	8%
College and Career Department	488	25%	30%
International Baccalaureate Program	400	60%	75%
AVID Program	190	60%	75%
ESE Program	290	85%	90%
ESOL Program	359	70%	80%
21st Century	100	85%	90%
Athletic Department	175	7%	8%
Band Department	65	15%	25%

Goals Summary

G1. Student achievement will improve when teachers consistently provide students with rigorous standards-based core instruction including rigorous tasks and assessments aligned with the cognitive complexity of the Next Generation Sunshine State Standards.

Goals Detail

G1. Student achievement will improve when teachers consistently provide students with rigorous standards-based core instruction including rigorous tasks and assessments aligned with the cognitive complexity of the Next Generation Sunshine State Standards.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- CTE

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Gateway High School is a Title I school.

- Gateway High School has four full-time instructional coaches for literacy (2), math, and science.

- Gateway High School has ELL and ESE programs.

- Gateway High School offers and supports professional development.

- Gateway High School makes use of extended learning opportunities (after school, on the weekend, and over the summer).

- Gateway High School has 4 school-based leadership teams (Curriculum & Instruction, Academic Programs, MTSS, and Department Heads).

- Gateway High School uses an online lesson plan management system to assist in developing high quality, standards-based lessons.

- Gateway High School receives support from district personnel.

Targeted Barriers to Achieving the Goal

- Reading / ELA classrooms need to continue to provide students with standards-based instruction aligned with the complexity of the Standards.

- Math classrooms need to continue to provide students instruction aligned to the rigor and depth of the Standards.

- Science classrooms need to continue to provide students with rigorous, standards-based instruction.

Plan to Monitor Progress Toward the Goal

District Reflective Visit

Person or Persons Responsible

Administration, Instructional Coaches, District Resource Personnel

Target Dates or Schedule:

October 10th, December 5th, February 4th at 8:00am

Evidence of Completion:

Meeting minutes, reflective feedback left by District

Action Plan for Improvement

Problem Solving Key

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

G1. Student achievement will improve when teachers consistently provide students with rigorous standards-based core instruction including rigorous tasks and assessments aligned with the cognitive complexity of the Next Generation Sunshine State Standards.

G1.B1 Reading / ELA classrooms need to continue to provide students with standards-based instruction aligned with the complexity of the Standards.

G1.B1.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

Action Step 1

Action Step 1: Develop PD calendar to build staff capacity in delivering Standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS) including the following: a. Training for Instructional Coaches on: 1) implementation of NGSS/CCSS; 2) facilitating Professional Learning Communities (PLCs) to support teachers in providing Standards-based instruction aligned to NGSSS/CCSS. b. Training for English Language Arts (ELA) and Intensive Language Arts (ILA) teachers in differentiated writing activities based on the FCAT 2.0 Writing Rubric. c. Provide collaborative time during pre-planning for teachers to develop Standards-based lessons using test-item specifications, facilitating alignment of ELA and ILA curricula. Collaborative planning should continue throughout the year. d. Develop a format/agenda for PLCs which provides guiding questions in the development of Standards-based lessons, uses the Problem Solving Process to analyze progress monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. e. Develop/implement a classroom walkthrough (cwt) schedule for leadership team to identify exemplar teachers delivering Standards-based instruction with rigorous tasks and assessments as learned through PD. f. Develop a schedule for Instructional Coaches to implement the coaching cycle with teachers identified as needing support. Differentiate support based on cwt and student achievement data. g. Leadership team continues cwts and provides teachers and coaches with feedback. Note: All PD should embed text complexity aligned with the Standards, text-embedded higher order thinking questions, collaborative structures, and the Gradual Release Instructional Model, but the focus should always be the Standards.

Person or Persons Responsible

Principal (Mr. Larry Meadows) Reading/LA: Assistant Principal (Dr. Leigh Anne Cooley), Literacy Coach (Dr. Dana Jacobson) / Literacy Coach (Ms. Edwena Timpson) Math: Assistant Principal (Mr. Brad Linville), Mathematics Coach (Mr. Eric Saltsman) Science: Assistant Principal (Ms. Rolando Casado), Science Coach (Ms. Shaleeza Razack)

Target Dates or Schedule

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Evidence of Completion

Action Step 1: Evidence: PD calendar a. & b. Evidence: PD agendas, PLC minutes, lesson plans, cwts documenting implementation of Standards-based lessons & differentiated writing activities, student achievement data (formative, minis, benchmark data, writing prompts) showing improvement c. & d. Evidence: Common planning & PLC schedules & minutes documenting use of data to drive instruction, lesson plans, cwt data indicates increase in standards-based instruction and differentiated instruction, student achievement data (formative, minis, benchmark data)

showing improvement e. Evidence: CWT schedule, data on # of cwts & school trends f. Evidence: Coaching plan/schedule, data on # of teachers receiving coaching cycle, cwt data documenting increase in implementation of learned PD, student achievement data by teacher indicating improvement g. Evidence: CWT schedule, data on # of CWTs & school trends, written feedback to coaches & teachers regarding CWT trends

Facilitator:

Instructional Coaches, District Resource Teachers, & Administrators.

Participants:

Instructional Staff

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

Administration will conduct classroom walkthroughs to determine the level of implementation by teachers of providing standards-based instruction with rigorous tasks and assessments aligned to NGSSS/ Common Core State Standards (CCSS).

Person or Persons Responsible

Administration will facilitate and monitor

Target Dates or Schedule

This is an on-going process

Evidence of Completion

By March, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.

Plan to Monitor Effectiveness of G1.B1.S1

Mini Assessment Progress Monitoring

Person or Persons Responsible

The Departments, Coaches, SBLT

Target Dates or Schedule

After mini-assessments are given, Coaches, Departments, and SBLT will analyze process.

Evidence of Completion

Data will be collected and students will be showing improvement on skills assessed.

G1.B2 Math classrooms need to continue to provide students instruction aligned to the rigor and depth of the Standards.

G1.B2.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

Action Step 1

Action Step 1: Develop PD calendar to build staff capacity in delivering Standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS) including the following: a. Training for Instructional Coaches on: 1) implementation of NGSS/CCSS; 2) facilitating Professional Learning Communities (PLCs) to support teachers in providing Standards-based instruction aligned to NGSSS/CCSS. b. Training for English Language Arts (ELA) and Intensive Language Arts (ILA) teachers in differentiated writing activities based on the FCAT 2.0 Writing Rubric. c. Provide collaborative time during pre-planning for teachers to develop Standards-based lessons using test-item specifications, facilitating alignment of ELA and ILA curricula. Collaborative planning should continue throughout the year. d. Develop a format/agenda for PLCs which provides guiding questions in the development of Standards-based lessons, uses the Problem Solving Process to analyze progress monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. e. Develop/implement a classroom walkthrough (cwt) schedule for leadership team to identify exemplar teachers delivering Standards-based instruction with rigorous tasks and assessments as learned through PD. f. Develop a schedule for Instructional Coaches to implement the coaching cycle with teachers identified as needing support. Differentiate support based on cwt and student achievement data. g. Leadership team continues cwts and provides teachers and coaches with feedback. Note: All PD should embed text complexity aligned with the Standards, text-embedded higher order thinking questions, collaborative structures, and the Gradual Release Instructional Model, but the focus should always be the Standards.

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Facilitator:

Instructional Coaches, District Resource Teachers, & Administrators.

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administration will conduct classroom walkthroughs to determine the level of implementation by teachers of providing standards-based instruction with rigorous tasks and assessments aligned to NGSSS/ Common Core State Standards (CCSS).

Person or Persons Responsible

Administration will facilitate and monitor

Target Dates or Schedule

This is an on-going process

Evidence of Completion

By March, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.

Plan to Monitor Effectiveness of G1.B2.S1

Mini Assessment Progress Monitoring

Person or Persons Responsible

The Departments, Coaches, SBLT

Target Dates or Schedule

After mini-assessments are given, Coaches, Departments, and SBLT will analyze process.

Evidence of Completion

Data will be collected and students will be showing improvement on skills assessed.

G1.B3 Science classrooms need to continue to provide students with rigorous, standards-based instruction.

G1.B3.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

Action Step 1

Action Step 1: Develop PD calendar to build staff capacity in delivering Standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS) including the following: a. Training for Instructional Coaches on: 1) implementation of NGSS/CCSS; 2) facilitating Professional Learning Communities (PLCs) to support teachers in providing Standards-based instruction aligned to NGSSS/CCSS. b. Training for English Language Arts (ELA) and Intensive Language Arts (ILA) teachers in differentiated writing activities based on the FCAT 2.0 Writing Rubric. c. Provide collaborative time during pre-planning for teachers to develop Standards-based lessons using test-item specifications, facilitating alignment of ELA and ILA curricula. Collaborative planning should continue throughout the year. d. Develop a format/agenda for PLCs which provides guiding questions in the development of Standards-based lessons, uses the Problem Solving Process to analyze progress monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. e. Develop/implement a classroom walkthrough (cwt) schedule for leadership team to identify exemplar teachers delivering Standards-based instruction with rigorous tasks and assessments as learned through PD. f. Develop a schedule for Instructional Coaches to implement the coaching cycle with teachers identified as needing support. Differentiate support based on cwt and student achievement data. g. Leadership team continues cwts and provides teachers and coaches with feedback. Note: All PD should embed text complexity aligned with the Standards, text-embedded higher order thinking questions, collaborative structures, and the Gradual Release Instructional Model, but the focus should always be the Standards.

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Facilitator:

Instructional Coaches, District Resource Teachers, & Administrators.

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Administration will conduct classroom walkthroughs to determine the level of implementation by teachers of providing standards-based instruction with rigorous tasks and assessments aligned to NGSSS/ Common Core State Standards (CCSS).

Person or Persons Responsible

Administration will facilitate and monitor

Target Dates or Schedule

This is an on-going process

Evidence of Completion

By March, the majority of teachers will be implementing standards-based instruction at the appropriate level of rigor.

Plan to Monitor Effectiveness of G1.B3.S1

Mini Assessment Progress Monitoring

Person or Persons Responsible

The Departments, Coaches, SBLT

Target Dates or Schedule

After mini-assessments are given, Coaches, Departments, and SBLT will analyze process.

Evidence of Completion

Data will be collected and students will be showing improvement on skills assessed.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A:
To ensure students requiring additional remediation are assisted; extended learning opportunities (SAI), such as after school programs, Saturday, and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Instructional coaches will develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.
Title I Part C Migrant:
When migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.
Title I Part D:
When neglected and/or delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs department to ensure that all student needs are met.
Title II:
Professional development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community development and facilitation, as well as Lesson Study implementation.
Title III:
School-based and district ELL program specialists will provide literature and resources to parents at various evening events, and parent events.
Title X Homeless:
To help eliminate barriers for education the liaison for District Homeless Education works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Student achievement will improve when teachers consistently provide students with rigorous standards-based core instruction including rigorous tasks and assessments aligned with the cognitive complexity of the Next Generation Sunshine State Standards.

G1.B1 Reading / ELA classrooms need to continue to provide students with standards-based instruction aligned with the complexity of the Standards.

G1.B1.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

PD Opportunity 1

Action Step 1: Develop PD calendar to build staff capacity in delivering Standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS) including the following: a. Training for Instructional Coaches on: 1) implementation of NGSS/CCSS; 2) facilitating Professional Learning Communities (PLCs) to support teachers in providing Standards-based instruction aligned to NGSSS/CCSS. b. Training for English Language Arts (ELA) and Intensive Language Arts (ILA) teachers in differentiated writing activities based on the FCAT 2.0 Writing Rubric. c. Provide collaborative time during pre-planning for teachers to develop Standards-based lessons using test-item specifications, facilitating alignment of ELA and ILA curricula. Collaborative planning should continue throughout the year. d. Develop a format/agenda for PLCs which provides guiding questions in the development of Standards-based lessons, uses the Problem Solving Process to analyze progress monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. e. Develop/implement a classroom walkthrough (cwt) schedule for leadership team to identify exemplar teachers delivering Standards-based instruction with rigorous tasks and assessments as learned through PD. f. Develop a schedule for Instructional Coaches to implement the coaching cycle with teachers identified as needing support. Differentiate support based on cwt and student achievement data. g. Leadership team continues cwts and provides teachers and coaches with feedback. Note: All PD should embed text complexity aligned with the Standards, text-embedded higher order thinking questions, collaborative structures, and the Gradual Release Instructional Model, but the focus should always be the Standards.

Facilitator

Instructional Coaches, District Resource Teachers, & Administrators.

Participants

Instructional Staff

Target Dates or Schedule

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G1.B2 Math classrooms need to continue to provide students instruction aligned to the rigor and depth of the Standards.

G1.B2.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

PD Opportunity 1

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Participants

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improvement g. Evidence: CWT schedule, data on # of CWTs & school trends, written feedback to coaches & teachers regarding CWT trends

G1.B3 Science classrooms need to continue to provide students with rigorous, standards-based instruction.

G1.B3.S1 Build teacher capacity in delivering standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS).

PD Opportunity 1

Action Step 1: Develop PD calendar to build staff capacity in delivering Standards-based instruction with rigorous tasks and assessments aligned to NGSSS/Common Core State Standards (CCSS) including the following: a. Training for Instructional Coaches on: 1) implementation of NGSS/CCSS; 2) facilitating Professional Learning Communities (PLCs) to support teachers in providing Standards-based instruction aligned to NGSSS/CCSS. b. Training for English Language Arts (ELA) and Intensive Language Arts (ILA) teachers in differentiated writing activities based on the FCAT 2.0 Writing Rubric. c. Provide collaborative time during pre-planning for teachers to develop Standards-based lessons using test-item specifications, facilitating alignment of ELA and ILA curricula. Collaborative planning should continue throughout the year. d. Develop a format/agenda for PLCs which provides guiding questions in the development of Standards-based lessons, uses the Problem Solving Process to analyze progress monitoring data for differentiated instruction, and establishes clear expectations for facilitators and participants. e. Develop/implement a classroom walkthrough (cwt) schedule for leadership team to identify exemplar teachers delivering Standards-based instruction with rigorous tasks and assessments as learned through PD. f. Develop a schedule for Instructional Coaches to implement the coaching cycle with teachers identified as needing support. Differentiate support based on cwt and student achievement data. g. Leadership team continues cwts and provides teachers and coaches with feedback. Note: All PD should embed text complexity aligned with the Standards, text-embedded higher order thinking questions, collaborative structures, and the Gradual Release Instructional Model, but the focus should always be the Standards.

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Action Step 1: Date: by Aug. 9th. a. & b. Date: by Aug. 16th, then ongoing throughout the year. c. & d. Date: by Aug. 16th, continuing throughout the year. e. Date: by Aug 9th, then ongoing. f. Date: by Aug. 23rd, then ongoing based on data. g. Date: by Aug. 23rd, then ongoing.

Evidence of Completion

Action Step 1: Evidence: PD calendar a. & b. Evidence: PD agendas, PLC minutes, lesson plans, cwts documenting implementation of Standards-based lessons & differentiated writing activities, student achievement data (formative, minis, benchmark data, writing prompts) showing improvement c. & d. Evidence: Common planning & PLC schedules & minutes documenting use of data to drive instruction, lesson plans, cwt data indicates increase in standards-based instruction and differentiated instruction, student achievement data (formative, minis, benchmark data) showing improvement e. Evidence: CWT schedule, data on # of cwts & school trends f. Evidence: Coaching plan/schedule, data on # of teachers receiving coaching cycle, cwt data documenting increase in implementation of learned PD, student achievement data by teacher indicating improvement g. Evidence: CWT schedule, data on # of CWTs & school trends, written feedback to coaches & teachers regarding CWT trends