

The School District of Lee County

Gateway Elementary School



2016-17 Schoolwide Improvement Plan

Gateway Elementary School

13280 GRIFFIN DR, Fort Myers, FL 33913

<http://gty.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gateway Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We will lead with greatness and become contributing members of the global community.

b. Provide the school's vision statement.

To Create the Leaders of Tomorrow

2. School Environment

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

In an effort to meet the needs of all our students population, Gateway Elementary has embarked on an initiative called The Leader in Me. The Leader in Me teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. In addition, teachers begin the school year by engaging students in learning and reviewing the 7 Habits as well as teambuilding activities to build a caring, trusting classroom environment. Teachers conference with students individually to create data folders that are personalized for every student to create a Leadership portfolio/binder for student learning and student success. Parents are invited to meet with their child's teacher every semester to engage the family in their child's learning and celebrate progress. Gateway Elementary is a community school where teachers show they care about students and their families by hosting several evening family events such as Meet Your Teacher, Open House night, Spring Fling, Science Fair, Family Math and Science Interactive Night, and Saturday Family Reading Days.

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

Gateway Elementary's physical campus is surrounded by a fence and has a single point of access for all visitors on campus. Visitors enter through the front office and must show ID to be screened before access is granted to the campus. All classroom doors are locked throughout the day. Students are always with an adult at all times. Students move through the hallways using the buddy system to access parts of our campus. Gateway provides numerous support services to meet the social and emotional needs of all its students. Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the the School Counselor and reinforced through the school day by teachers and staff. The School Counselor also serves as the director of the Before/After School Program. The director coordinates a variety of clubs that all students have access to and serves a variety of student interests and needs.

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

Gateway Elementary teachers use a variety of research based strategies to maintain student engagement. Teachers use Kagan Cooperative Structures to enhance meaningful student engagement and interaction. Gateway has embraced the Leader in Me as an integrated approach to

leadership development that will help our school fulfill its mission statement. Using the 7 Habits for Highly Effective Kids, our classrooms emphasize the skills that students need to be successful in an every changing society. By developing a culture of leadership in our school we are helping our children be leaders of their own lives. We help students identify their own unique talents and abilities and encourage them to make a positive difference in the world. We celebrate students finding their own voice and being leaders.

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

Gateway provides numerous support services to meet the social and emotional needs of all its students. The Leader in Me integrated approach to developing student leadership is a key factor to support the social and emotional needs of students. Leader in Me, Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the classroom teacher and School Counselor and reinforced through the school day by teachers and staff. The School Counselor meets with student groups and individually to support emotional needs. As students embrace the 7 Habits of Highly Effective Kids they are taught to collaborate with others to make a positive difference in our school and community.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

All teachers host a curriculum night for families. Grade levels host student-led conferences.

Family Reading Time is an opportunity for students and families to come in to read together and work on AR comprehension. The Family Reading is held mid-quarter on 4 Saturdays a year in our Media Center.

Family STEM Night provides families with the opportunity to participate in Science, Math activities with their students that they can take home and use with their children to increase proficiency. We collaborate with The Imaginarium with STEM activities.

Science Fair Parent Night is an opportunity for parents to learn about Student Science Fair projects and encourage further experimentation.

Parents and students will have 3 additional opportunities to participate in STEM events.

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

Gateway Elementary has tremendous community support for our students. Our business partners include Suncoast Schools Credit Union and Grace Community Fellowship Church. These community partners provide our school with resources, volunteers, and programs to enhance the learning experiences for all students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Torres, Mirta	Principal
Torres, Mirta	Assistant Principal
St John, Sheri	School Counselor
Taylor, Katherine	Instructional Coach
Stahl, Shannon	Instructional Coach

b. Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FSA/ FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity
- * Member of Professional Learning Community that meets weekly to discuss lessons, interventions, and teaching strategies

Intervention Specialist

- Facilitates and plans MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- * Coordinates a program for bottom 25% including mentoring check-in, home assignments, and parent conferences
- Collect school-wide data for team to use in determining at-risk students
- * Speech-Language Pathologist consult with teachers to intervene at language
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Coaching Specialist and Intervention Specialist:

- Work collaboratively with classroom teachers to create learning resources and assessments to cover standards mastery
- Participate in all PLC as resource
- Data tracking and standards mastery tracking system through digital data wall and assessment analysis
- Provide materials and lessons at high complexity levels to ensure standards are taught and practiced at appropriate DOK Levels

School Psychologist:

- Attend MTSS Team meetings on some students receiving supplemental supports & on students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist:

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

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

The MTSS Problem-Solving team at Gateway Elementary School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The Intervention Support Specialist is the chair of the MTSS team. The Intervention Support Specialist also visits classrooms on a weekly basis to follow up on intervention strategies being used with students in the MTSS process.

Gateway Elementary receives Title II and Supplemental Academic Instruction to provide professional development training to teachers. Title II funds will be used to provide curriculum training to teachers making instructional planning shifts for FSA Standards, training as Professional Learning Communities, Training on the creation of common assessments, and training for Thinking Maps, and training on the use of Kagan Structures to increase student engagement. Gateway's Supplemental Academic Instruction funds are being used to support our intermediate teachers and students with an Intervention Specialist Teacher and Paraprofessional working with our Lowest quartile.

Gateway Elementary is in Year 2 of the Franklin Covey grant to implement the Leader in Me. The Leader in Me focuses on developing 21st century skills in students to improve student achievement, build character, and student self-esteem.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alexandria Salazar-Smith	Teacher
Chris Siebenaler	Principal
Roy Marsh	Parent
Bryon Taylor	Parent
Eddie Rosa	Business/Community
Frances Cerniglia	Business/Community
Diana Clark	Education Support Employee
Cedric Hall	Parent
Juliet Iglesias	Parent
Andrea Garcia	Teacher
Beth Zalewski	Teacher
Lisa Soto	Education Support Employee
Yanet Barrero	Parent
Kerry Regnier	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SIP begins with an analysis of the data. The instructional strategies and resources are evaluated for effectiveness.

b. Development of this school improvement plan

The School Improvement Plan goals are presented to the SAC committee for input and final approval.

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

The Principal presented information to the SAC regarding the budgeting of resources and staff for the 2016-17 school year.

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

The School Improvement budget was approved to support 50% of IXL Math program giving access to all students grades K-5. The School Improvement budget is used to support teacher requests for resources.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Torres, Mirta	Principal
St John, Sheri	School Counselor
Taylor, Katherine	Instructional Coach
Torres, Mirta	Assistant Principal
Stahl, Shannon	Instructional Coach

b. Duties

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

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making adequate gains toward meeting our SIP goals in READING. Our data will come from Performance Matters analysis of Literacy tests, Fluency, Formative Assessments, STAR Reading Assessments, and Grade level Assessments. The team will assist with the implementation of Close Reading training. Support for teachers will include selection of materials at high complexity levels and appropriate depth of knowledge levels. The team will also monitor the strengths and weakness of the Florida Ready program and work to find data that aligns with FSA ELA, FSA Math, and FCAT Science.

D. Public and Collaborative Teaching

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

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

Gateway Elementary staff work in Professional Learning Communities to answer the 4 essential PLC questions: 1. What do we want all students to know? 2. How will we know they've learned it? 3. What will we do if they haven't learned it? 4. What will we do if they to enrich their learning? PLCs meet weekly to develop lesson plans collaboratively, unpack the standards, determine rigorous activities to meet the complexity level of the standard, develop formative assessments, analyze data, develop prescriptive interventions and enrichment activities. Each month the entire staff meets to review school wide data and reflect on the students that are on track/off track for success on class goals, grade level goals, and school goals.

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

Gateway Elementary uses PeopleSoft applications to screen candidates for instructional positions using a rubric. The rubric determines if an applicant is granted an interview based on certification, veteran status, previous experience, and highly qualified status. Candidates are interviewed by administration who determine the top 3-5 finalists. Finalists are then interviewed by representatives of the instructional team and the administrative team. Final decisions are made by the administrative team.

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

Teachers new to the school are paired with current instructional staff based on common grade level expertise, coaching skills, and clinical educator endorsement. The Assistant Principal and Coaching Specialist meet with all new teachers monthly to provide instructional and school support. A different

topic is presented each month and teachers are free to ask/discuss specific issues that they need addressed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Gateway Elementary uses district and state approved textbooks in teaching the standards. When the standard is not adequately covered by textbook materials, our Coaching Specialist pulls resources that meet the complexity and rigor level required for mastery of the standard.

b. Instructional Strategies

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

Gateway Elementary implements a 35 minute daily intervention time called WIN, What I Need. Grade levels analyze data and determine the standards that need to be supplemented with enrichment or intervention. Students are divided into groups and work in the group that focuses on a specific need for mastering the standard. Gateway Elementary is putting additional focus on our lowest 25% students group in grades 4 and 5. Our intervention specialist created a 'Gator Go' group with a calendar of activities for students to complete at home. Individual meetings with parents helped to involve parents in the activities that students will be completing at home. Parents decided if the activities would be internet based or paper based. Students will receive points for the activities they successfully complete and will accumulate points for a monthly reward. Gateway Elementary provides free after school tutoring to students Jan - March. Students are invited to participate based on the previous FSA scores and current data analysis of standards mastery.

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

Strategy: Extended School Day

Minutes added to school year: 1,200

Students scoring in the bottom 25% of grade 3, 4, 5 are invited to Reading Camp or Math Camp after school for 3 hours per week.

Strategy Rationale

Students will receive intensive instruction focusing on high yield skills and strategies to support mastery of standards based on data collected throughout Quarters 1 and 2.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Katherine, katherinejt@leeschools.net

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

Pre and post tests will be administered to monitor student academic growth.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Orientation meetings are held in May of the previous school year for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year. Incoming students are assessed prior to entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the kinds of fire and lockdown drill practices to accommodate various campus scenarios
- G2.** ELA Achievement will increase from 61% proficiency to 65% proficiency
- G3.** Lowest 25% ELA Reading Learning Gains increase from 37% to 41%

Strategic Goals Detail

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

G1. Increase the kinds of fire and lockdown drill practices to accommodate various campus scenarios 1a

G083019

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	92.0
School Climate Survey - Student	94.0

Targeted Barriers to Achieving the Goal 3

- Perceptions

Resources Available to Help Reduce or Eliminate the Barriers 2

- N/A

Plan to Monitor Progress Toward G1. 8

The Drill Tracking Program will document the various scenarios used during each drill.

Person Responsible

Mirta Torres

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Response times and different scenarios used while conducting drills will be documented in the Drill Tracking Program.

G2. ELA Achievement will increase from 61% proficiency to 65% proficiency 1a

G083020

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Time to teach complex standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff training of in depth Close Reading Strategies

Plan to Monitor Progress Toward G2. 8

STAR Reading Progress Monitoring Scores

Person Responsible

Shannon Stahl

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR Reading Scores and Standards report

G3. Lowest 25% ELA Reading Learning Gains increase from 37% to 41% 1a

G083021

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	41.0

Targeted Barriers to Achieving the Goal 3

- Lack of foundational skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intervention Specialist
- WIN Structure for Lowest 25%
- Gator Go At Home program for Lowest 25%

Plan to Monitor Progress Toward G3. 8

WIN Pre and Post test

Person Responsible

Shannon Stahl

Schedule

Every 3 Weeks, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pre and Post test scores will provide evidence of mastery of standards

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. Increase the kinds of fire and lockdown drill practices to accommodate various campus scenarios **1**

 G083019

G1.B1 Perceptions **2**

 B220148

G1.B1.S1 Practice drills in a variety of scenarios **4**

 S232382

Strategy Rationale

Practicing different scenarios allow for varied responses

Action Step 1 **5**

Each time we conduct a drill we will alter the scenario to allow for staff to practice different responses to the drill.

Person Responsible

Mirta Torres

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Feedback from stakeholders after each drill will provide information as to what needs to be adjusted.

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

Each drill will be logged into the Drill Tracking Program

Person Responsible

Mirta Torres

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The details of how the drill was conducted and information from the follow up meeting will be documented and used for planning future drills.

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

Follow up meetings with stakeholders will take place after each drill to gather feedback and make adjustments as needed.

Person Responsible

Mirta Torres

Schedule

Monthly, from 8/10/2016 to 5/26/2017


Evidence of Completion

The response time and procedures used during the drill will be documented in the Drill Tracking Program.

G2. ELA Achievement will increase from 61% proficiency to 65% proficiency 1

 G083020

G2.B1 Time to teach complex standards 2

 B220149

G2.B1.S1 Use improved curriculum mapping plan 4

 S232383

Strategy Rationale

Narrow the focus and the number of standards taught within each quarter to allow for deeper instruction of the standards

Action Step 1 5

Increase teacher use of instructional strategies to master standards

Person Responsible

Shannon Stahl

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Close Reading Strategies will be taught to teachers and modeled in depth

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

Classroom walkthroughs will monitor use of appropriate instructional techniques

Person Responsible

Mirta Torres

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Instructional strategies that help students work with complex resources to master standards will be observed in all classes.

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

Student summative assessments will demonstrate mastery of standards.

Person Responsible

Mirta Torres

Schedule

Every 6 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR data results will demonstrate student mastery of standards.

G3. Lowest 25% ELA Reading Learning Gains increase from 37% to 41% 1

 G083021

G3.B1 Lack of foundational skills 2

 B220152

G3.B1.S1 Assign 2 additional staff members for daily intervention time 4

 S232384

Strategy Rationale

Additional staff for intervention time will reduce the number of students in each group

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M301097	The Drill Tracking Program will document the various scenarios used during each drill.	Torres, Mirta	8/10/2016	Response times and different scenarios used while conducting drills will be documented in the Drill Tracking Program.	5/26/2017 monthly
G2.MA1 M301100	STAR Reading Progress Monitoring Scores	Stahl, Shannon	8/10/2016	STAR Reading Scores and Standards report	5/26/2017 quarterly
G3.MA1 M301101	WIN Pre and Post test	Stahl, Shannon	8/15/2016	Pre and Post test scores will provide evidence of mastery of standards	5/26/2017 every-3-weeks
G1.B1.S1.MA1 M301095	Follow up meetings with stakeholders will take place after each drill to gather feedback and make...	Torres, Mirta	8/10/2016	The response time and procedures used during the drill will be documented in the Drill Tracking Program.	5/26/2017 monthly
G1.B1.S1.MA1 M301096	Each drill will be logged into the Drill Tracking Program	Torres, Mirta	8/10/2016	The details of how the drill was conducted and information from the follow up meeting will be documented and used for planning future drills.	5/26/2017 monthly
G1.B1.S1.A1 A297323	Each time we conduct a drill we will alter the scenario to allow for staff to practice different...	Torres, Mirta	8/10/2016	Feedback from stakeholders after each drill will provide information as to what needs to be adjusted.	5/26/2017 monthly
G2.B1.S1.MA1 M301098	Student summative assessments will demonstrate mastery of standards.	Torres, Mirta	8/10/2016	STAR data results will demonstrate student mastery of standards.	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M301099	Classroom walkthroughs will monitor use of appropriate instructional techniques	Torres, Mirta	8/10/2016	Instructional strategies that help students work with complex resources to master standards will be observed in all classes.	5/26/2017 weekly
G2.B1.S1.A1 A297324	Increase teacher use of instructional strategies to master standards	Stahl, Shannon	8/10/2016	Close Reading Strategies will be taught to teachers and modeled in depth	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Increase the kinds of fire and lockdown drill practices to accommodate various campus scenarios

G1.B1 Perceptions

G1.B1.S1 Practice drills in a variety of scenarios

PD Opportunity 1

Each time we conduct a drill we will alter the scenario to allow for staff to practice different responses to the drill.

Facilitator

Silvia Torres

Participants

All Staff

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G2. ELA Achievement will increase from 61% proficiency to 65% proficiency

G2.B1 Time to teach complex standards

G2.B1.S1 Use improved curriculum mapping plan

PD Opportunity 1

Increase teacher use of instructional strategies to master standards

Facilitator

Melinda Lavalley

Participants

All Teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Each time we conduct a drill we will alter the scenario to allow for staff to practice different responses to the drill.	\$0.00
2	G2.B1.S1.A1	Increase teacher use of instructional strategies to master standards	\$0.00
Total:			\$0.00