Gulf Gate Elementary School

2016-17 Schoolwide Improvement Plan

Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD, Sarasota, FL 34231

www.sarasotacountyschools.net/gulfgate

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	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	B

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 Sarasota 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 Gulf Gate Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Teachers have many opportunities to learn about their students' cultures and build positive relationships with their students. Before the beginning of the school year, classroom teachers are given "trail cards" that give them information about the incoming students to their class. This allows our teachers to have important background information before students begin the new year. Teachers also do cum reviews each year which gives them further background information on their students. Kindergarten teachers are given copies of their students' VPK "report cards" that gives information on academic and social development.
All Special area teachers (Art/Music/PE/Technology/Science) are given copies of student IEP/504 accommodations so appropriate strategies will be used during class. At PLC meetings, grade level teachers discuss their students' strengths and weaknesses. All of our teachers are trained in Positive Behavior Support which gives them a year-long plan to build relationships with their students. All teachers have been trained in using Restorative Strategies, and use the RS Circles at least one day a week in their classrooms. Parent conferences, ELL Evenings, Parent Information Nights, and PTO meetings are other ways we sustain positive relationships.

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

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

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.

Gulf Gate Elementary School is a Positive Behavior Support School. Our PBS plan is thorough and includes all stakeholders: staff, students, parents, and community members. Our Mission is for our school staff to address problem behavior using Positive Behavior Support within a Response to

Intervention framework. What we do: Provide training and assistance to staff at Gulf Gate in the development and implementation of positive behavior supports at Tiers 1, 2, and 3.

GULF GATE ELEMENTARY BEHAVIOR PLAN

DISCIPLINE STATEMENT

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

• When good choices are made, good things happen.

• When poor choices are made, problems happen.

GENERAL RULES (STARR)

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

SPECIFIC RULES 24/7 STUDENT EXPECTATIONS

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

SPECIFIC RULES 24/7 TEACHER EXPECTATIONS

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

SPECIFIC RULES 24/7 PARENT EXPECTATIONS

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

INCENTIVES FOR POSITIVE BEHAVIOR

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

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

CONSEQUENCES FOR AGGRESSIVE & DEFIANT BEHAVIOR

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

Level 1: Warnings

The teacher will:

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

Level 2: Consequences

The teacher will:

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

2. Provide next level consequences.
Level 3: Consequences
The teacher will:
1. Move the student to a co-teacher's classroom.
2. The student will be given a Behavior Planning Form (BPF) to complete.
a. What bad choice did you make?
b. What was your consequence?
c. List at least four better choices that you could make in the future?
3. Student will remain with co-teacher for no longer than:
a. 10 minutes for grades K-2.
b. 15 minutes for grades 3-5.
4. Teacher will discuss Behavior Plan with the student.
5. Missed assignments will be made up as homework.
Level 4: Consequences
The teacher will:
1. Contact parent to discuss the problem and officially warn the parent and student of possible future consequences (level 5).
Level 5: Consequences
The teacher will:
1. Complete and submit discipline referral form to principal.

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.

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

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

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

Gulf Gate Elementary School has a core group of stakeholders that meet each week to discuss students. The School-Wide Support Team (SWST) reviews information on students such as attendance, discipline, academics, and social interactions.
Attendance: The SWST team reviews attendance data each week. Students who are showing a pattern of non-attendance (5 or more absences) will be referred for Tier 2 interventions. Data is taken from the school-district attendance database, from classroom teachers, and from the district attendance worker.
Behavior/Suspensions: Any student who has received a suspension or has received numerous assistance calls to administration/counselors will be reviewed by SWST to determine if Tier 2/Tier 3 interventions are needed.
Course Failure: The school principal reviews report cards quarterly and discusses these cases with individual teachers to ensure students are receiving appropriate academic interventions.
Level I on Statewide Assessments: Classroom teachers are given student data at the beginning of

the school year to ensure they know how students performed prior to coming to their classrooms. Data is shared during PLC meetings to determine what additional interventions are needed on an individual basis.

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	2	1	2	1	2	1	0	0	0	0	0	0	0	9
One or more suspensions	2	0	1	0	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	13	11	22	0	0	0	0	0	0	0	46

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	1	0	0	0	0	0	0	0	0	0	1

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

Gulf Gate Elementary School provides students with different layers of support throughout the school day. During the 30 minute daily intervention block, students from grades K-5 receive extra support both academically and behaviorally. Students who require interventions beyond the 30 minute block, will receive more intensive interventions during the week that would be provided by an ESE/ELL teacher.

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

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. § 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

Open House, ELL Family Nights, Bring Your Family to Lunch Week, PTO Meetings (monthly), IEP Meetings, Parent/Teacher Conferences, Parent Information Night, Clothes Closet on Campus, Backpack Program, Mobile Food Pantry, Meet Your Teacher, Running Club, SAC Meetings (monthly), Evening Student Performances, Science Fair, and many PTO Family Events (Bingo Night, Movie Night, Fall Carnival, etc.), Website, Connect Ed phone messages, text messages.

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.

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

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Magac, Robin	Principal
Miller, Kent	Assistant Principal
Lacy, Deborah	Teacher, K-12
McKenzie, Rebecca	Teacher, K-12
Eissler, Erin	Teacher, K-12
Umstead, Tasha	Teacher, K-12
Kreger, Teresa	Teacher, K-12
Peek, Nikole	Teacher, K-12
Martinez, Joseph	Teacher, K-12
Yoder, Michelle	Teacher, PreK
Morey, Teresa	School Counselor
Sullivan, Maureen	School Counselor
Fournier, Elena	Psychologist
Mazzarantani, Sandra	Teacher, ESE

b. Duties

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

The school based MTSS leadership team is comprised of general education personnel that facilitate PBS/RtI as a related but distinct service from the CARE eligibility determination process. The RTI Leadership team is comprised of:
The Principal-Provides a common vision for the use of data-based decision making; ensures that the school based team is implementing RTI; ensures implementation of intervention support and documentation to make sure of adequate professional development to support RTI implementation; communicates with parents regarding school-based RTI plans and activities.
Primary and Intermediate General Education Teachers-all provide information about core instruction, participate in student data collection by grade level, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 interventions; integrate Tier 1 materials/instruction with

Tier 2/3 activities; progress monitor all students by grade level.
ESE Teachers-participate in student data collection; integrate core materials/activities to Tier 3 instruction; collaborate with general education teachers.
School Psychologist/School Counselor/ESE Liaison/Assistant Principal-participate in student data collection; assists with the development of intervention plans when needed; provides assistance with problem solving; and facilitates data based decision making activities.

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.

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

Title II Dollars to be used for professional development; All Faith's Food Bank and a local church to provide resources for the Backpack Program which provides weekend meals to targeted children and the food bank also provides a Mobile Food Pantry for families each month. A neighborhood church provides mentors for students in need.

The team meets every Thursday during the school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Robin Magac	Principal
Suellen Taylor	Teacher
Robin Magac	Principal
Kimberly Klunder	Parent
Nancy Sit	Parent
Agapito Carmona	Parent
Lisa Floriano	Parent
Patricia Harrell	Teacher
Dexter Hall	Parent
Wendy Belling	Teacher
Marilyn Schwartz	Teacher
Debbie Beck	Teacher
glenda padgett	Education Support Employee
Lynn Hautamaki	Teacher
Arianna Peacock	Student
Jadis Hebdon	Student
Karina Flores	Student
Anna Vargas	Student
Diane Shuck	Business/Community
Michelle Woelleon	Parent

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

During the SIP approval process, data and information from last year will be integrated into making improvements for the 2016-2017 school year.

b. Development of this school improvement plan

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

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

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

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

All SAC funds are used for professional development activities.

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
Magac, Robin	Principal
Miller, Kent	Assistant Principal
Cuozzo, Patricia	Teacher, ESE
Harazin, Elizabeth	Teacher, K-12
Hazen, Joan	Teacher, K-12
Mayl, Maria	Teacher, K-12
Moore, Lillian	Teacher, K-12
Rivas, Michelle	Teacher, K-12
Williams, Linda	Teacher, K-12

b. Duties

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

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

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.

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

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

Provide first year teachers with a SCIP mentor for one year. First Thirty Day meetings between newly hired teachers and administration. Opportunities for professional development.

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

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

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.

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

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.

Staff at Gulf Gate use a variety of data points throughout the school year to ensure student success. For both reading and math, we use classroom data (weekly tests/quizzes/running records, etc.) and monthly i-Ready data to make instructional decisions.

For example, all students in grades K-5 were given the i-Ready diagnostic at the beginning of the school year. An intervention block is scheduled for 30 minutes, 4 times a week, with a certified teacher.
This is done in reading and in math. Students will be monitored throughout the year to see if the interventions are working. The school will respond appropriately based on each child's need.

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: 0

    N/A

    Strategy Rationale

    N/A

    Strategy Purpose(s)
    ""

    Person(s) responsible for monitoring implementation of the strategy
    Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

    N/A

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. § 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.

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

Our school counselor's assist the 5th grade students by providing middle school transition lessons to each class. The counselor(s) accompany students on field trips to area middle schools in the Spring. Both the school counselor and the school ESE Liaison participate in transition meetings between the elementary and middle schools which allows us the opportunity to provide the middle schools with pertinent student information.

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. ATTENDANCE GOALS By the year 2017, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2015-2016 showed 9 students were "chronically" absent as defined by more than 18 days in a school year.

G2. ELA Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across grade 3, 4, and 5).

G3. MATH Proficiency Goal: By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across grades 3, 4, and 5).

G4. SCIENCE GOAL: By the year 2017, there will be a minimum of a four percentage point increasefor all students when less than 70% are currently demonstrating proficiency (across grades 3, 4, and 5)

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. ATTENDANCE GOALS By the year 2017, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2015-2016 showed 9 students were "chronically" absent as defined by more than 18 days in a school year. 1a

🔑 G085650

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Last year, Gulf Gate Elementary partnered with a local Rotary Club to assist us with communicating with our parents about the importance of attendance. GGES wrote an "Attendance Plan" and was awarded a grant from the Rotary. Although the Rotary is no longer together, the club gave us funds to continue the program for the 2016-2017 school year. The weekly SWST meetings have attendance concerns listed as a line-item. Data provided by the school district is reviewed to ensure all students' attendance patterns are being monitored closely.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Teresa Morey

Schedule
Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion
Database/SWST Agendas

G2. ELA Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across grade 3, 4, and 5). `1a`

🔍 G085651

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	69.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

G3. MATH Proficiency Goal: By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across grades 3, 4, and 5). `1a`

🔑 G085652

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	72.0

Targeted Barriers to Achieving the Goal `3`

- This is the second year of implementation of the Go Math! series. Teachers are continuing to understand the series and how to supplement it with other activities. Gulf Gate has hired 3 new teachers in grades 3 and 4 who have had no experience in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G3. `8`

Progress monitoring of students in Math, K-5

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

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

G4. SCIENCE GOAL: By the year 2017, there will be a minimum of a four percentage point increasefor all students when less than 70% are currently demonstrating proficiency (across grades 3, 4, and 5) `1a`

🔍 G085653

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Targeted Barriers to Achieving the Goal `3`

- The ELA and Math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science, including the levels of rigor needed for each standard. Many students are not enrolled K-5 at GGES/high student turnover rate.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science teacher on the specials wheel, science curriculum, IFG, PLC Meetings, District Science Program Specialist, IXL Science

Plan to Monitor Progress Toward G4. `8`

District Science Assessments, IXL Usage,

Person Responsible
Robin Magac

Schedule
Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion
Grade book, on-line IXL usage, assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. ATTENDANCE GOALS By the year 2017, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2015-2016 showed 9 students were "chronically" absent as defined by more than 18 days in a school year. [1]

🔑 G085650

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

🔑 B227602

G1.B1.S1 Continue the Attendance Plan that was put into place during the 2015-2016 school year. The "Every Day Counts" message will be shared with families throughout the school year. This will be done by text messaging, marquee messages, phone calls, flyers, parent conferences, CARE meetings, etc. [4]

🔑 S240148

Strategy Rationale

By continuing to implement the plan, parents will become aware of the importance of good school attendance on a child's academic career and beyond.

Action Step 1 [5]

Refine school-wide attendance plan as needed.

Person Responsible

Teresa Morey

Schedule

On 10/3/2016

Evidence of Completion

Completed Plan

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

SWST Meeting/Attendance Data

Person Responsible

Teresa Morey

Schedule

Weekly, from 8/25/2016 to 6/1/2017

Evidence of Completion

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

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

Attendance Works Database Reviewed Bi-Weekly

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Database/Monthly Letters/SWST or CARE Agendas

G2. ELA Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across grade 3, 4, and 5). 1

🔍 G085651

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

🔍 B227603

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

🔍 S240149

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sandra Mazzarantani

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Emails/Flyers/Agendas

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

Review of evidence collected

Person Responsible

Sandra Mazzarantani

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Professional Development Rosters, Emails, Agendas, PLC Minutes

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

Weekly Wonders Assessments, Gradebook, i-Ready data

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Cross point grade book, i-Ready data

G3. MATH Proficiency Goal: By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across grades 3, 4, and 5). `1`
🔍 G085652

G3.B1 This is the second year of implementation of the Go Math! series. Teachers are continuing to understand the series and how to supplement it with other activities. Gulf Gate has hired 3 new teachers in grades 3 and 4 who have had no experience in the classroom. `2`
🔍 B227604

G3.B1.S1 Ensure all grade level classroom teachers attend district-provided professional development and continue to have time to collaborate on the IFG's in math. `4`
🔍 S240150

Strategy Rationale

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

Action Step 1 `5`

Select dates for professional development for classroom teachers

Person Responsible

Robin Magac

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas, PD rosters, PLC Minutes

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

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

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Agendas, PD Rosters, PLC Minutes

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

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

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

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

G4. SCIENCE GOAL: By the year 2017, there will be a minimum of a four percentage point increasefor all students when less than 70% are currently demonstrating proficiency (across grades 3, 4, and 5) 1

🔑 G085653

G4.B1 The ELA and Math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science, including the levels of rigor needed for each standard. Many students are not enrolled K-5 at GGES/high student turnover rate. 2

🔑 B227605

G4.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration. Use the district Science Specialist to provide expertise in the area of standard complexity. 4

🔑 S240151

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Robin Magac

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas/PD Calendar

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

Agenda items; classroom teacher lesson plans, PLC Notes

Person Responsible

Robin Magac

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas, lesson plans

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

District Benchmark Science Assessments, Classroom Assessments

Person Responsible

Kent Miller

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Reports/Assessments

G4.B1.S2 Mandate STEM Fair participation for 5th grade students and GATE students in grades 3, 4, and 5. In the Spring, each classroom, K-4 will complete a STEM project with their teacher. `4`

🔧 S240152

Strategy Rationale

This will allow GG to ensure resources are available for all students participating in the STEM Fair. Students in grades K-4 will be given guidance on the Scientific Method for 5 years before participating in the Fair in 5th grade.

Action Step 1 `5`

Complete Time-Line, STEM Journal, Coordinated Fair

Person Responsible

Robin Magac

Schedule

Weekly, from 8/1/2016 to 1/25/2017

Evidence of Completion

District STEM Fair Day/Robards Arena

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Monthly STEM Fair Calendar will be used to ensure students are on-track to complete projects in a timely manner

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 1/25/2017

Evidence of Completion

Weekly STEM Journals

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Monthly STEM Fair Calendar will be used to ensure students are on-track to complete projects in a timely manner

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 1/25/2017

Evidence of Completion

Weekly STEM Journals

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Weekly Calendar for Classroom Teachers

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 1/25/2017

Evidence of Completion

Classroom teachers will ensure students are including the STEM weekly projects into their homework

G4.B1.S3 Provide the Science IXL program to all students in 5th grade. Ensure students are working on the program in the classroom and are provided time during Science Lab and Tech Lab. 4

🔑 S240153

Strategy Rationale

This program will allow students to practice answering questions using the appropriate level of complexity for each of the standards.

Action Step 1 5

Acquire a site license for IXL Science for 5th graders

Person Responsible

Robin Magac

Schedule

On 8/5/2016

Evidence of Completion

Purchase Order

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Monitor IXL Usage

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom usage data reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Review classroom IXL data

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Usage data reports

G4.B1.S4 During Science Lab (on specials wheel), the Lab teacher will review Grades 3 and 4 content standards with 4th grade students. Classroom teachers will be responsible for ensuring 5th grade standards are taught. `4`

🔑 S240154

Strategy Rationale

Last year's data showed that only 47% of the 5th grade students had been enrolled at GGES since Kindergarten. Since Science is a spiraled curriculum, many 5th graders had not been exposed to all of the tested standards. Classroom teachers could not teach all of the 5th grade standards and the 3rd and 4th grade ones as well.

Action Step 1 `5`

Ensure Science Lab Teacher provides 5th grade students with curriculum review.

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson Plans/Meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S4 `6`

Review of Lesson Plans/discussions

Person Responsible

Robin Magac

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson Plans/Emails/Agenda Items

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 `7`

Walk Throughs, Lesson Plans

Person Responsible

Robin Magac

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

IXL Reports/Observations

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					
G4.B1.S3.A1 A310881	Acquire a site license for IXL Science for 5th graders	Magac, Robin	8/1/2016	Purchase Order	8/5/2016 one-time
G1.B1.S1.A1 A310876	Refine school-wide attendance plan as needed.	Morey, Teresa	9/1/2016	Completed Plan	10/3/2016 one-time
G4.B1.S2.MA1 M319060	Weekly Calendar for Classroom Teachers	Magac, Robin	8/22/2016	Classroom teachers will ensure students are including the STEM weekly projects into their homework	1/25/2017 weekly
G4.B1.S2.MA1 M319061	Monthly STEM Fair Calendar will be used to ensure students are on-track to complete projects in a...	Magac, Robin	8/22/2016	Weekly STEM Journals	1/25/2017 weekly
G4.B1.S2.MA1 M319062	Monthly STEM Fair Calendar will be used to ensure students are on-track to complete projects in a...	Magac, Robin	8/22/2016	Weekly STEM Journals	1/25/2017 weekly
G4.B1.S2.A1 A310880	Complete Time-Line, STEM Journal, Coordinated Fair	Magac, Robin	8/1/2016	District STEM Fair Day/Robards Arena	1/25/2017 weekly
G4.MA1 M319067	District Science Assessments, IXL Usage,	Magac, Robin	8/22/2016	Grade book, on-line IXL usage, assessment data	5/26/2017 quarterly
G3.B1.S1.A1 A310878	Select dates for professional development for classroom teachers	Magac, Robin	8/22/2016	Agendas, PD rosters, PLC Minutes	5/26/2017 quarterly
G4.B1.S1.MA1 M319059	Agenda items; classroom teacher lesson plans, PLC Notes	Magac, Robin	8/15/2016	Agendas, lesson plans	5/26/2017 monthly
G4.B1.S1.A1 A310879	Share strategies with classroom teachers during PLC meetings/ team leader meetings/share...	Magac, Robin	8/15/2016	Agendas/PD Calendar	5/26/2017 monthly
G4.B1.S3.MA1 M319063	Review classroom IXL data	Magac, Robin	8/22/2016	Usage data reports	5/26/2017 weekly
G4.B1.S3.MA1 M319064	Monitor IXL Usage	Magac, Robin	8/22/2016	Classroom usage data reports	5/26/2017 weekly
G4.B1.S4.MA1 M319065	Walk Throughs, Lesson Plans	Magac, Robin	8/22/2016	IXL Reports/Observations	5/26/2017 weekly
G4.B1.S4.MA1 M319066	Review of Lesson Plans/discussions	Magac, Robin	8/22/2016	Lesson Plans/Emails/Agenda Items	5/26/2017 monthly
G4.B1.S4.A1 A310882	Ensure Science Lab Teacher provides 5th grade students with curriculum review.	Magac, Robin	8/22/2016	Lesson Plans/Meetings	5/26/2017 weekly
G1.B1.S1.MA1 M319050	SWST Meeting/Attendance Data	Morey, Teresa	8/25/2016	CARE and/or SWST Agendas/ attendance databases/letters sent to parents	6/1/2017 weekly
G2.MA1 M319054	Review of student progress monitoring data during SWST meetings, CARE meetings, PLC meetings, and...	Magac, Robin	8/22/2016	Agendas from SWST, CARE, PLC Meetings, PD Rosters, Data Chat Forms	6/2/2017 monthly
G1.B1.S1.MA1 M319049	Attendance Works Database Reviewed Bi-Weekly	Magac, Robin	8/22/2016	Database/Monthly Letters/SWST or CARE Agendas	6/2/2017 monthly
G2.B1.S1.MA1 M319052	Weekly Wonders Assessments, Gradebook, i-Ready data	Magac, Robin	8/22/2016	Cross point grade book, i-Ready data	6/2/2017 monthly
G2.B1.S1.MA1 M319053	Review of evidence collected	Mazzarantani, Sandra	8/22/2016	Professional Development Rosters, Emails, Agendas, PLC Minutes	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A310877	Share professional development opportunities with teachers as soon as these become available	Mazzarantani, Sandra	8/22/2016	Emails/Flyers/Agendas	6/2/2017 monthly
G1.MA1 M319051	The school will monitor the number of unexcused/excused absences as well as tardies and early...	Morey, Teresa	8/22/2016	Database/SWST Agendas	6/5/2017 weekly
G3.MA1 M319057	Progress monitoring of students in Math, K-5	Magac, Robin	8/22/2016	Data Chat sheets, Gradebook, i-Ready weekly data, PLC Minutes	6/5/2017 quarterly
G3.B1.S1.MA1 M319055	Classroom walk thrus, lesson plans, i-Ready diagnostic and progress growth monitoring data,...	Magac, Robin	8/22/2016	Rosters/Agendas/PRIDE forms/i-Ready Data/Data Chat Forms	6/5/2017 monthly
G3.B1.S1.MA1 M319056	Administration will ensure that all classroom teachers are made aware of PD opportunities and will...	Magac, Robin	8/22/2016	Agendas, PD Rosters, PLC Minutes	6/5/2017 monthly
G4.B1.S1.MA1 M319058	District Benchmark Science Assessments, Classroom Assessments	Miller, Kent	8/22/2016	Reports/Assessments	6/5/2017 quarterly

V. Professional Development Opportunities

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

G2. ELA Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across grade 3, 4, and 5).

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

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

PD Opportunity 1

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

Facilitator

School District/Classroom Teachers

Participants

Classroom Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G3. MATH Proficiency Goal: By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across grades 3, 4, and 5).

G3.B1 This is the second year of implementation of the Go Math! series. Teachers are continuing to understand the series and how to supplement it with other activities. Gulf Gate has hired 3 new teachers in grades 3 and 4 who have had no experience in the classroom.

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

PD Opportunity 1

Select dates for professional development for classroom teachers

Facilitator

District Elementary Math Curriculum Specialist/Grade Level Classroom Teachers

Participants

Classroom Teachers

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

G4. SCIENCE GOAL: By the year 2017, there will be a minimum of a four percentage point increasefor all students when less than 70% are currently demonstrating proficiency (across grades 3, 4, and 5)

G4.B1 The ELA and Math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. Teachers in all grade levels need to become familiar with and follow the district's Instructional Focus Guide for Science, including the levels of rigor needed for each standard. Many students are not enrolled K-5 at GGES/high student turnover rate.

G4.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration. Use the district Science Specialist to provide expertise in the area of standard complexity.

PD Opportunity 1

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

Facilitator

Robin Magac

Participants

Classroom Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. ATTENDANCE GOALS By the year 2017, there will be a decrease in the amount of students who are identified as being chronically absent by 10%. Data from 2015-2016 showed 9 students were "chronically" absent as defined by more than 18 days in a school year.

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

G1.B1.S1 Continue the Attendance Plan that was put into place during the 2015-2016 school year. The "Every Day Counts" message will be shared with families throughout the school year. This will be done by text messaging, marquee messages, phone calls, flyers, parent conferences, CARE meetings, etc.

TA Opportunity 1

Refine school-wide attendance plan as needed.

Facilitator

Teresa Morey

Participants

Parents, teachers, and students

Schedule

On 10/3/2016

VII. Budget

1	G1.B1.S1.A1	**Refine school-wide attendance plan as needed.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0271 - Gulf Gate Elementary School	Other		$1,000.00
			Notes: Grant received from local Rotary Club			
2	G2.B1.S1.A1	**Share professional development opportunities with teachers as soon as these become available**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$0.00
			Notes: Professional Development for Collins Writing Program			

3	G3.B1.S1.A1	Select dates for professional development for classroom teachers			$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			Budget Focus	Funding Source	FTE	2016-17
			0271 - Gulf Gate Elementary School	Other		$5,000.00
			Notes: Substitutes for classroom teachers for collaboration, if necessary			

4	G4.B1.S1.A1	**Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar**	$0.00
5	G4.B1.S2.A1	**Complete Time-Line, STEM Journal, Coordinated Fair**	$0.00
6	G4.B1.S3.A1	**Acquire a site license for IXL Science for 5th graders**	$0.00
7	G4.B1.S4.A1	**Ensure Science Lab Teacher provides 5th grade students with curriculum review.**	$0.00
		Total:	$6,000.00