

Miami-Dade County Public Schools

# Keys Gate Charter High School



2016-17 Schoolwide Improvement Plan

# Keys Gate Charter High School

2325 SE 28TH AVE, Homestead, FL 33035

<http://www.keyscharter.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	51%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

## School Grades History

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

*\*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 Dade 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 Keys Gate Charter High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Motivate Inspire Achieve

Keys Gate Charter High School will provide students with the necessary tools and skills needed to develop superior levels of achievement. We will strive for academic, social and physical excellence by providing a quality and challenging curriculum. We will promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Students of the Keys Gate Charter High School will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

##### b. Provide the school's vision statement.

We will be the premier school in our area, committed to providing a safe and nurturing environment with high levels of student academic achievement.

We will foster strong values within our students based on character education curriculum that creates a positive impact on our community, nation, and world.

#### 2. School Environment

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

The school has an effective procedure in place for building relationships between teachers and students. Keys Gate Charter High School has an intentional focus on accountability. KGCHS takes the time to share expectations and educator background with students through introductory lessons and expectation assemblies. Culture and relationships are built on the foundation of positive school to family partnerships that lead to nurturing students towards success inside and outside the classroom. The attention is not placed on adherence to the rules, it is placed on relationships and personal achievement goals. School stakeholders are not merely spectators, but active participants in the facilitating learning opportunities. Students participate in restorative practices that allows them to become involved helping to give consequences to disruptive low level behaviors. The restorative practices allow for the opportunity to speak through the eyes of a student, before a consequence is issued. This process ensures a higher "buy-in" of our disciplinary process among our students. Teachers will continue to be trained in Restorative Justice. This program allows for teachers to understand the importance of classroom management, effective discipline, peer mediation, and classroom circles. This movement provides a platform for students to become more involved in the classroom instructional process. It can also maximize the relational opportunities for students in the classroom.

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

The school environment plays an important role in allowing students to feel safe before, during and after school. The school must have procedures in place that will allow adequate supervision, especially in the common areas. Keys Gate Charter High School has strict policies concerning disciplinary procedures before, during and after school. These policies are put into place to help the

students feel safe. Students feel safe knowing that they have four uniform security officers and police on campus to help them. This will provide higher visibility for our students to notify security personnel for issues. A school safety plan is in place and faculty, students and staff are trained for safety procedures. The school has off duty police officers throughout the day to ensure the safety of all stakeholders. The safety plan is revisited each year to ensure we are promoting and creating an environment where students and parents feel safe and respected. The administration takes time to meet with students and families to mediate situations that may arise and provide counseling while at school as well as referring families to outside counseling agencies as needed.

**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.**

Keys Gate Charter High School has a school wide behavioral system called Hero Positive Behavior System in place that aids in minimizing distractions to keep students engaged in instructional time and also in positive choices. Student and Parent assemblies are held during the beginning of the school year to ensure all students are informed of both positive rewards and consequences for student behaviors. We currently have a progressive discipline plan that starts with classroom behavioral preventive measures. Each teacher is required to have the class expectations posted in the room. It is strongly suggested that teachers involve students in the creation of these expectations to ensure a high "buy in" for the classroom climate. Our staff is encouraged to word each expectation in a positive manner. Teachers are given tools such as redirection, and close proximity to extinguish low level behaviors. We have a detention process in place that allows teachers to communicate effectively with parents through Hero and our Parent Link communication system. Our disciplinary low level and midlevel behaviors are all documented in the Hero system. Teachers have the opportunity to hold Administration accountable for following through with their assigned consequences as any notable positive and/or negative behavior or academic concerns are entered into Power Schools via a "Log Entry." This allows for effective communication and tracking of students concerns in all periods and can be utilized in a parent conferences by administration. KGCHS also has after school detention, Saturday Detention and Outdoor Suspension to support the disciplinary process. Students that are suspended are required to meet with administration for a positive plan of entry back to school upon return from suspension. KGCHS also has four hall monitors, as well as an off duty police officer to support the disciplinary process. Mr. Hull and Dean Fairley meet the faculty/staff to ensure effective and consistent disciplinary practices are in place. Teacher professional development will focus on classroom management and conflict mediation. Research indicates that a students favorable opinion of the class environment is linked to higher student achievement.

**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.**

Keys Gate Charter High School ensures the social and emotional well-being of their students by providing a range of within school counseling and therapy supports. For all students, counselors are available by grade level and appointments can be requested by a students as needed. For students who are in need of additional counseling support and are receiving services according to a 504 or individual education plan, regular therapy sessions are contracted on an as needed basis. Additionally, KGCHS collaborates with outside service providers and provides accommodations to therapy providers who are working through public or private offices with proper consent from parents or legal guardians documented and logged. The guidance team works with students to create focus groups as needs arise to support students.

### 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.**

Our goal at Keys Gate Charter High School is to have 100% attendance each day of the school year. A committee has been developed to help improve attendance. Students with 100% attendance are rewarded at the school year with an incentive. The school counselor identifies students with indicators through the Student Assistant Profile provided by Miami Dade Schools. Students with tardies and attendance issues are first targeted by the Attendance Clerk using the Truancy Referral report through Miami Dade County. Students who have five days absences in each quarter are then referred to the school Counselor. At this point, the Counselor meets with the student and a formal letter is sent home to parents regarding truancy issues. KGCHS has one counselor dedicated to truancy.

It is the schools goal to effectively deal with behavior issues during the school day. If behavior issues arise in a classroom, the teacher uses a three step behavior management plan set forth by the school. Once the third event takes place, the teacher submits the referral to the Dean of Students and, if deemed necessary, an after school detention is given. Once a student has accrued two detentions for the same issue, the Dean meets with the student and a Saturday detention follows. In extreme instances, a suspension is issued. If a student receives repetitive suspensions for the same behavior, administration refers the student to the school counselor.

Students who have failed a grade level from the previous year are monitored by the Intervention team to track their progress. The Intervention team also meets with the teacher to monitor the students progress and needs. Students also meet with the school counselor regarding progress in the current year.

Students who have failed an ELA and Math course, are first identified by the teacher in April. The teacher also makes contact with the parent at this time. Students are then monitored and if no progress is shown by the beginning of May, the counselor begins the course recovery steps meeting with students and parents.

When standardized scores are released, Level 1 students are identified by administration based on their standardized score. Students are then placed in an intervention/intensive program(s) where they are given targeted instruction and are monitored during the school year.

**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	30	16	26	2	74
One or more suspensions	0	0	0	0	0	0	0	0	0	22	13	10	11	56
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	8	3	12	28
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	26	26	11	85

**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	13	26	11	50



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

Students exhibiting two or more indicators are flagged by the school counselor. These students are monitored on a monthly basis. Students who score a level 1 on statewide assessments are placed in a targeted intensive classes for reading and math. Students work in small groups with a trained teacher on their determined deficiencies. Students in the intensive program are monitored for progress through the set standards and by the student's guidance counselor. Counseling is set in place for students who failed a course, have one or more suspensions, or are not in compliance with truancy procedures. The counselor meets with students on a regular basis and focuses on graduation requirements, ELA/Reading strategies and skills and reviews academic progress for Tier 3 students. This information is documented in the district's ISIS system and teachers work collaboratively to ensure student success. Students that are not making academic progress toward promotion and/or graduation are provided the opportunity to participate in course recovery and tutoring as well as placed on a graduation contract (12th grade) and receive progress monitoring (PMP).

**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**

At the beginning of the school year a "Meet and Greet," is held to allow parents and students the opportunity to become familiar with the school, administration and teachers. Two weeks after, the school held grade level parent information nights as well. In September, an Open House is held to inform parents of the activities and learning goals that the students have been working towards mastering. This year, parent training nights will be held throughout the year, in order to give parents tools to help their child be successful. During the 2016-17 school year, we will also be implementing student led conferences through the students PLP (Personal Learning Plan). Students will have the opportunity to rotate to each period, with a parent, and students will share their PLP and student academic work. Elective classes will share information about the course and student progress. The goal is to create student ownership of academic success and increase parent involvement. Information is disseminated to parents via phone "parent links" multiple times a month, to inform parents of upcoming events and/or changes to school policy. The school utilizes the Power School Announcement page (Daily Bulletin) to post events throughout the month. Activities are posted on the school marquis each week and the bulletin is updated weekly as well. Parent link calls are sent along with a follow up email to parents on a weekly basis. Parents can access their child's grades and comments via Powerschool on a daily basis, as well as emailing their child's teacher. Teachers are required to respond within 48 hours to a parents' attempt at communication. Parents are given the opportunity to participate in the School Advisory Council and PTSO meetings. Parent seminars will be held in conjunction with the PTSO meeting to promote parent involvement. Parents also partner with the school through the Hero behavior tracking system and academic progress is shared two times per quarter in addition to ongoing parent access to academics through Power Schools.

**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.**

In order to facilitate partnerships with the local community and utilize resources to support student achievement, the school actively pursues opportunities within the community. The National Honors Society fund-raises within the school, to support local programs such as the Homestead Food Pantry. Classes and clubs within the school participate in city wide contests such as the NASCAR Essay Contest. The Young Entrepreneurs program have been invited to speak to the Gifted students as part of their critical thinking activities. College fairs are held yearly and Career Day is held once a year, in which local businesses are asked to come to the school and speak to the students about possible career paths. Also, the Student Council fund-raises to provide needy families, within our school, a monetary donation during the holiday season. The Baptist Health Systems works collaboratively with the school to provide community resource seminars for parents that are held at our PTSO meetings. We will continue to partner with Baptist Health to provide parent seminars throughout the year. KGCHS participates in community events such as the Rodeo Parade, Chili Cook-Off, Kiwanis's Club and events. The City of Homestead Parks and Recreation Department works collaboratively with the school to support school functions such as efficient drive through process by providing cones and the like. The school works with Homestead Police Department to provide outside resources to families through SOS (Start Off Smart). The school collaborates with the Care Coordinator and Victim Advocates to support our students and families through the Joshua's Heart Foundation. The Model UN club participates in the holiday gift wrap session for the community Southland Mall. The students within our school complete community service hours are local businesses, non-profits and hospitals. Students are also involved with the city of Homestead Mayor's Youth Council.

**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
Baez, Corinne	Principal
Veras, Yudibeth	Assistant Principal
Singh, Ifrecak	School Counselor
Rivera, Veronica	School Counselor
Morman, Angela	School Counselor
Fairley, Jamaal	Dean
Hadland, Nicole	Instructional Coach
Augustin, Francelene	Instructional Coach
Hull , Rodney	Administrative Support

**b. Duties**

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

Principal: Corinne Baez: ensuring that the MTSS team is implementing the MTSS; ensuring that ample resources are provided for the implementation of MTSS; communicating with all stakeholders

about the implementation of MTSS and the MTSS; monitoring progress of the SIP.

Assistant Principals: Yudibeth Veras: monitoring assessment and documentation of MTSS skills; monitoring and adjusting school's academic goals through the use of data as needed; providing professional development to support the appropriate implementation of MTSS.

Curriculum Resource Teachers: Nicole Hadland and Francelene Augustin: providing support to instructional personnel as it relates to academic achievement of students.

ESE Specialist: Ms. Jody Jorge: tracking ESE student's progress; meeting with parents and stakeholders to advise of any necessary modifications in the implementation of MTSS.

Counselors: Ifreak Singh, Rockell Bartoli and Angelina Morman Responsible for providing support and sharing expertise with teachers, staff and families in the areas of academic, emotional, behavioral, and social success.

ESE Teachers: Mercedes Taylor: Responsible for providing support and collaborating with general education teachers. Implementing IEP's for respective students to ensure their success.

Intervention Specialist: Vacant, Responsible for providing students working below grade level additional academic support and collaborating with classroom teachers.

**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 RTI team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress towards those goals at least three times per year by:

- increasing student's goals in response to student's academic growth
- ensuring eligible (Level 1-2 ELA/Math) students are receiving Tier 2 intervention in accordance with the student progression plan (Intensive Reading and Intensive Math).
- holding monthly meetings to resolve problems or obstacles, as needed.
- acting in response to lack of academic progress is demonstrated by any academic element

The second level of support consists of supplemental instructions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

- monthly review of achievement data of Tier 2 students
- sponsor intervention of groups that are not showing positive academic growth
- teacher data
- identify students for Tier 3 intervention

MTSS continuous problem solves and evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Corinne Baez	Principal
Ifrecak Singh	Education Support Employee
Patricia Morgenroth	Teacher
Bridget Wong	Teacher
Patricia Morgenroth	Teacher
Mary Davis	Parent
Dianne Bryant	Parent
Natasha Passmore	Parent
Cyndi Fisher	Parent
Latasha Dorsey	Parent
Maria Gonzalez	Parent
Victoria Rodriguez	Student
Jill St. Germaine	Business/Community
Laura Diaz	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 EESAC committee reviews the school's progress as aligned to school grade and the SIP and CSUSA Strategic Plan with Initiatives, then recommends ways to increase proficiency or the following school year.

#### b. Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan.

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

The budget is shared with the EESAC members and the funds are decided upon support our curriculum needs and align with our goals on the SIP.

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

The projected use of school improvement funds are:

Dept. Vendor Item# Item Description HS

ELA Scholastic NTS578473 Middle School Independent Reading Collection I

Scholastic NTS509358 Phyllis C. Hunter Scholastic STRETCH! Collection Grade 9 603.86

Scholastic NTS510670 Read 180Xtra Advance Library (Grades 9-12) 245.00

ELA Total, including shipping/handling 603.86

Reading\* Sadlier ISBN 978-1-4217-4728 Sadlier Let's Target Comprehension Workbooks, 20 (Middle School - 7th)

Sadlier ISBN 978-1-4217-4727-9 Sadlier Let's Target Comprehension Workbooks, 20 (Middle School - 8th)

Barnes and Nobles ISBN 978-0316322423 I am Malala by Malala Yousafzai, 30 (12th grade) \$230.50  
Barnes and Nobles ISBN 978-0374531263 A Long Way gone by Ishmael Beath, 30 (11th grade)  
\$191.40  
Barnes and Nobles ISBN: 978-0385738767 The Scorch Trials by James Dashner, 30 (9th grade)  
\$182.35  
Reading Total, including shipping/hadling \$604.25  
Science GradeCam N100 Insight Teacher Plus\_Monthly Individual Subscription, 60 \$900.00  
Science Total, including shipping/hadling \$900.00  
Social Sciences Amazon Kindles, 20 \$999.80  
Social Studies Total, including shipping/hadling \$999.80  
Cambridge\* Vistaprint Banners and Brochures  
Cambridge Total, including shipping/hadling \$-  
Electives Best Buy Quote #: 231674131 3 Acer 11.6 Chromebooks \$527.50  
JW Pepper Order #: 25873106 Music Sheets  
Electives Total, including shipping/hadling \$527.50  
Guidance\* Apollonia Ponti Professional Coach Motivational Speaker \$500.00  
Guidance Total, including shipping/hadling \$500.00  
Math Wieser LD1379WB Oncore Mathematics Grade 8 Teacher Edition, 1  
Wieser LD1391WB Oncore Mathematics Assessment CDROM for 6 titles, 1 \$120.00  
Wieser LD1378WB Oncore Mathematics Grade 8 Student Edition Set of 10, 3  
Wieser LD1376WB Oncore Mathematics Grade 7 Teacher Edition, 1  
Wieser LD1382WB Oncore Mathematics Algebra Teacher Edition, 2 \$52.00  
Wieser LD1375WB Oncore Mathematics Grade 7 Student Edition set of 10, 3  
Wieser LD1381WB Oncore Mathematics Algebra Student Edition Set of 10, 5 \$365.00  
Shipping & handling \$51.35  
Math Total, including shipping/handling \$588.35  
HS  
Approved EESAC Amounts \$5,865.00  
Requested Total \$4,723.76

**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
Baez, Corinne	Principal
Veras, Yudibeth	Instructional Coach
Morman, Angela	School Counselor
Rivera, Veronica	School Counselor
Singh, Ifrecak	School Counselor
Hadland, Nicole	Instructional Coach
Augustin, Francelene	Instructional Coach
Massaline, Shedricka	Teacher, K-12
Parnell, Patty	Teacher, K-12
Nettles, Amber	Teacher, K-12

#### b. Duties

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

The LLT will monitor the implementation of the common core state standards, use of small group reading instruction, provide teachers with research based strategies, and increase the use of data analysis to differentiate instruction.

#### 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.**

Two weeks before the start of school, new teachers go through a four day orientation training them on standards and best instructional practices. One week before school begins, the full staff goes through an orientation involving collaborative planning per grade level. At this time, professional development is given on Classroom Management, Motivating and Engaging Students and Parents, and Restorative Justice in Schools. Throughout the school year, various professional development opportunities are made available. Various trainings, such as, Think Through Math, Reading Plus, Lexia and Gizmos help to create a positive environment where teachers feel confident with new programs.

Grade levels and special areas will meet once a week to collaborate target their instruction according to the standards. The Curriculum Resource Teachers (CRT) meet a minimum of two times per month in addition to regularly scheduled PD to provide curriculum and compliance support and discuss grade level/teacher data.

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

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.

Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local and in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates.

Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.

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

Keys Gate Charter High School provides a teacher mentoring program by our Leadership team, which includes administration and Curriculum Resource Teachers. New teachers to our school are provided support from Teacher Learning Community Leaders (TLC) in the areas of curriculum, instruction, and classroom management with the goals of improved student achievement. Our TLC leaders meet regularly with new teachers to address the twelve professional education competencies via hands on activities, power points and real world scenarios. New teachers have a 3 tiered mentoring system. This includes: Curriculum Resource Teachers, TLC leaders, Lead teachers, and buddy teachers. New teachers are observed on a weekly bases and provided effective feedback.

## **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.***

Lesson plans are reviewed on a weekly basis to determine that classroom instruction is aligned to the Florida standards. Recommendations are given if needed and then verified within two days for full implementation. Florida Standards, Pacing Guides and Curriculum Maps are reviewed on a weekly basis by the teacher and implementation of best practices and alignment to the standards. Curriculum is selected through a textbook review committee and chosen based on the Florida standards. Weekly walk-throughs of teachers classrooms are implemented to ensure that educators are following their lesson plans and 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.***

Through the use of the quarterly NWEA assessment, educators analyze data to target students learning deficiencies. Based on this prescriptive assessment, students are then placed in small groups to target deficiencies in a small group setting. Groups are reevaluated on a monthly basis according to their area of need. Students are offered tutoring for all core subjects/state tested areas on weekdays and Saturday's (starting September 2016). Common Monthly Assessments will be given to assess students proficiency on grade level standards. When students do not obtain proficiency on grade level assessments, the teacher will use a spiral approach to cover standards that were not mastered the first time. Students who do not master standards are provided after-school and Saturday tutoring opportunities.

##### ***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: After School Program**

**Minutes added to school year: 4,800**

Before and after school skill based tutoring offered to students who are not proficient on the Reading, Math, and Science Benchmarks.

**Strategy Rationale**

To provide students an additional opportunities to practice and master Florida State standards.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Augustin, Francelene , 949070@dadeschools.net

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

Mid-Year assessment results NWEA / CMA data are analyzed as well as weekly skill based assessments.

**Strategy: Weekend Program**

**Minutes added to school year: 1,200**

Saturday tutoring skill based tutoring offered to students who are not proficient on the Reading, Math, and Science, US History Benchmarks.

**Strategy Rationale**

To provide students an additional opportunities to practice and master Florida State standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Veras, Yudibeth, 933033@dadeschools.net

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

Mid-Year assessment results NWEA / CMA data are analyzed as well as weekly skill based assessments.

**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.**



Students participate in grade level orientations where expectations, programs, and procedures are explained. The applicable grade level teachers and administrators are present to answer questions and provide guidance. Counselors provide academic advisement to ensure students are on track for timely graduation. College trips are available to students to provide them insight into college career options and planning for their future. An in house College Fair was held where over 50 colleges, universities and military branches were present. Speakers from these areas come during lunch to have Q & A sessions with students that are coordinated by our counselor. Transition meetings are held for students that have an IEP that require such services per their age. KGCHS implemented the "KG Welcome Crew!" to welcome newly enrolled students to our school provide a tour and school information and events.

## **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.**

Classroom Presentation are given by local businesses and industries in the community. Parent Nights are held where members of the community are able to share information about career opportunities and internships. Students in grades 9-12 meet with Counselors for high school and college counseling. Career Days / College Fairs are held to advertise job opportunities in the community. KGCHS also has a Key Club where students volunteer at local businesses and in the community to build awareness. KGCHS also have Future Business Leaders of America (FBLA) that gears students toward being prepared for post-secondary goals. We host college planning nights where students are guided through preparing for college and applying for financial aid. Parents and students are invited to attend evening presentations that share pertinent information on college preparations.

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

Classroom presentations on Secondary Education, Career Readiness, College tour field trips, quest speakers, and virtual tours.

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

The school has incorporated computer science courses in their available electives in which students implement literacy, IT, Computer Programming Languages from various sites and colleges.

### **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.**

Advanced Cambridge courses offered to high school students which gives students an opportunity to receive college credit. Students are also offered summer opportunities to participate in dual enrollment at Miami Dade College.

## **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

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

## Strategic Goals Summary

**G1.** To Increased student achievement by improving core instruction in all content areas.

## 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. To Increased student achievement by improving core instruction in all content areas. 1a**

G087883

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	64.0
AMO Reading - White	85.0
AMO Reading - ELL	54.0
AMO Reading - SWD	56.0
AMO Reading - ED	64.0
AMO Math - African American	64.0
AMO Math - SWD	63.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers need to be provided more professional development in effectively implementing small group/ differentiation instruction.

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

- Common Core State Standards
- Reading Plus
- Professional Development in current reading standards
- Scholastic Action Magazine
- Tutoring
- Think Through Math
- EDGE books
- Test Specifications
- Collections - McGrawHill

**Plan to Monitor Progress Toward G1. 8**

Common Monthly Assessment, NWEA Benchmark

**Person Responsible**

Nicole Hadland

**Schedule**

Monthly, from 8/29/2016 to 6/8/2017

**Evidence of Completion**

Individual Student Reports through NWEA and CMAs

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1. To Increased student achievement by improving core instruction in all content areas. 1**

G087883

**G1.B1** Teachers need to be provided more professional development in effectively implementing small group/ differentiation instruction. 2

B233676

**G1.B1.S1** A Professional Learning Support Team, consisting of Curriculum Resource Teachers, administration, and intervention teachers will provide professional development on how to implement small groups, and differentiation of content in the classroom. 4

S246529

**Strategy Rationale**

With the added Professional Development, teachers will be supported by the Professional Learning Support Team to implement small group instruction.

**Action Step 1 5**

A Professional Development will be provided for teachers on small group instruction.

**Person Responsible**

Nicole Hadland

**Schedule**

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

**Evidence of Completion**

Research on the most effective professional development available for small group instruction.

**Action Step 2 5**

Create Data/DI Committee

**Person Responsible**

Yudibeth Veras

**Schedule**

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

**Evidence of Completion**

Committee meetings, data feedback, improvement plans and analysis

**Action Step 3** 5

Increase the use of technology by expanding Think Through Math usage

**Person Responsible**

Corinne Baez

**Schedule**

Biweekly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

TTM data reports, PD with RP/TTM contacts, Teacher/Student Recognitions

**Action Step 4** 5

Increase Weekday (after school) Tutoring / Help Sessions

**Person Responsible**

Francelene Augustin

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Tutoring Schedules, tutoring student lists, tutoring letters

**Action Step 5** 5

Increase Saturday Academies (tutoring)

**Person Responsible**

Francelene Augustin

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

**Evidence of Completion**

Tutoring Schedules, Tutoring Student Lists, Tutoring Letters

### Action Step 6 5

Increase course completion towards graduation requirements by offering Plato Online Recovery (EdmentuM)

**Person Responsible**

Yudibeth Veras

**Schedule**

Triannually, from 9/12/2016 to 5/22/2017

**Evidence of Completion**

Plato Schedule, Student Lists, Plato One Drive Attendance, Plato Course Completion Lists (final)

### Action Step 7 5

Grade Monitoring

**Person Responsible**

Nicole Hadland

**Schedule**

Quarterly, from 8/29/2016 to 6/8/2017

**Evidence of Completion**

Grade Monitoring Spreadsheets by all guidance counselors

### Action Step 8 5

Create a School Safety Team to promote a positive and safe learning environment for students

**Person Responsible**

Corinne Baez

**Schedule**

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

**Evidence of Completion**

Safety Committee Meeting Agendas and Minutes/Notes, Sign-in sheets, School Safety Plan, Share out to faculty (faculty meeting agenda)



**Action Step 9** 5

Increase the use of technology by expanding Reading Plus usage

**Person Responsible**

Yudibeth Veras

**Schedule**

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

**Evidence of Completion**

Reading Plus reports and the Reading Challenge

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

Teachers will create lesson plans with effective strategies.

**Person Responsible**

Nicole Hadland

**Schedule**

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

**Evidence of Completion**

The Professional Learning Support Team will monitor lesson plans to ensure effective use of lesson plans with small group and effective instructional strategies.

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

Teacher will effectively use Common Core strategies daily in their instruction.

**Person Responsible**

Francelene Augustin

**Schedule**

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

**Evidence of Completion**

Daily walkthrough form will demonstrate use of small group strategies

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A6 A319982	Increase course completion towards graduation requirements by offering Plato Online Recovery...	Veras, Yudideth	9/12/2016	Plato Schedule, Student Lists, Plato One Drive Attendance, Plato Course Completion Lists (final)	5/22/2017 triannually
G1.B1.S1.A5 A319981	Increase Saturday Academies (tutoring)	Augustin, Francelene	8/22/2016	Tutoring Schedules, Tutoring Student Lists, Tutoring Letters	6/1/2017 weekly
G1.MA1 M333283	Common Monthly Assessment, NWEA Benchmark	Hadland, Nicole	8/29/2016	Individual Student Reports through NWEA and CMAs	6/8/2017 monthly
G1.B1.S1.MA1 M333281	Teacher will effectively use Common Core strategies daily in their instruction.	Augustin, Francelene	8/22/2016	Daily walkthrough form will demonstrate use of small group strategies	6/8/2017 weekly
G1.B1.S1.MA1 M333282	Teachers will create lesson plans with effective strategies.	Hadland, Nicole	8/22/2016	The Professional Learning Support Team will monitor lesson plans to ensure effective use of lesson plans with small group and effective instructional strategies.	6/8/2017 weekly
G1.B1.S1.A1 A319977	A Professional Development will be provided for teachers on small group instruction.	Hadland, Nicole	8/22/2016	Research on the most effective professional development available for small group instruction.	6/8/2017 weekly
G1.B1.S1.A2 A319978	Create Data/DI Committee	Veras, Yudideth	8/22/2016	Committee meetings, data feedback, improvement plans and analysis	6/8/2017 quarterly
G1.B1.S1.A3 A319979	Increase the use of technology by expanding Think Through Math usage	Baez, Corinne	8/22/2016	TTM data reports, PD with RP/TTM contacts, Teacher/Student Recognitions	6/8/2017 biweekly
G1.B1.S1.A4 A319980	Increase Weekday (after school) Tutoring / Help Sessions	Augustin, Francelene	8/22/2016	Tutoring Schedules, tutoring student lists, tutoring letters	6/8/2017 daily
G1.B1.S1.A7 A319983	Grade Monitoring	Hadland, Nicole	8/29/2016	Grade Monitoring Spreadsheets by all guidance counselors	6/8/2017 quarterly
G1.B1.S1.A8 A319984	Create a School Safety Team to promote a positive and safe learning environment for students	Baez, Corinne	8/22/2016	Safety Committee Meeting Agendas and Minutes/Notes, Sign-in sheets, School Safety Plan, Share out to faculty (faculty meeting agenda)	6/8/2017 quarterly
G1.B1.S1.A9 A319985	Increase the use of technology by expanding Reading Plus usage	Veras, Yudideth	8/22/2016	Reading Plus reports and the Reading Challenge	6/8/2017 monthly

## V. Professional Development Opportunities

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

### G1. To Increased student achievement by improving core instruction in all content areas.

**G1.B1** Teachers need to be provided more professional development in effectively implementing small group/ differentiation instruction.

**G1.B1.S1** A Professional Learning Support Team, consisting of Curriculum Resource Teachers, administration, and intervention teachers will provide professional development on how to implement small groups, and differentiation of content in the classroom.

#### **PD Opportunity 1**

A Professional Development will be provided for teachers on small group instruction.

##### **Facilitator**

CRT Team

##### **Participants**

All Teaching Staff

##### **Schedule**

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

#### **PD Opportunity 2**

Increase the use of technology by expanding Think Through Math usage

##### **Facilitator**

Think Through Math Trainers

##### **Participants**

Intensive Math Teachers

##### **Schedule**

Biweekly, from 8/22/2016 to 6/8/2017

**PD Opportunity 3**

Increase the use of technology by expanding Reading Plus usage

**Facilitator**

Reading Plus Trainer

**Participants**

Intensive Math Teachers

**Schedule**

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

## 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	A Professional Development will be provided for teachers on small group instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7050 - Keys Gate Charter High School			\$0.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Create Data/DI Committee				\$0.00
3	G1.B1.S1.A3	Increase the use of technology by expanding Think Through Math usage				\$0.00
4	G1.B1.S1.A4	Increase Weekday (after school) Tutoring / Help Sessions				\$30,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7050 - Keys Gate Charter High School			\$30,950.00
<i>Notes: Notes</i>						
5	G1.B1.S1.A5	Increase Saturday Academies (tutoring)				\$30,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7050 - Keys Gate Charter High School			\$30,950.00
<i>Notes: Notes</i>						
6	G1.B1.S1.A6	Increase course completion towards graduation requirements by offering Plato Online Recovery (EdmentuM)				\$11,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7050 - Keys Gate Charter High School			\$11,550.00
<i>Notes: Notes</i>						
7	G1.B1.S1.A7	Grade Monitoring				\$0.00
8	G1.B1.S1.A8	Create a School Safety Team to promote a positive and safe learning environment for students				\$0.00
9	G1.B1.S1.A9	Increase the use of technology by expanding Reading Plus usage				\$0.00
					<b>Total:</b>	<b>\$73,450.00</b>