Gateway Environmental K 8 Learning Center

2016-17 Schoolwide Improvement Plan

Gateway Environmental K 8 Learning Center

955 SE 18TH AVE, Homestead, FL 33035

http://gatewayk8.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Gateway Environmental K 8 Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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 vision of the school is to develop a safe, nurturing educational setting that instills rigor and relevance to learning emphasizing our impact on environmental issues; promoting academic excellence and lifetime learning.

b. Provide the school's vision statement.

The mission of the school is to establish a structured environment where students achieve to their personal and academic potential while learning to protect and respect the environment.

2. School Environment

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

-Multicultural Committee works together with teachers to expose students to the various cultures in our community. Guest speakers present for students. We allow students to wear cultural attire and classes learn about the countries in which the cultures derived. Furthermore, our students participate in academic cultural contests, such as trivia, poster and essay contests that build awareness of the the diverse cultures at our school.
-Mentoring programs are offered to enhance relationships between teachers and students. Monthly crafts activities are organized so that mentors and mentees have time set aside to communicate and build a relationship.

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

-Counselors Corner Morning Announcements gives students an introduction to character education, while challenging them to exhibit those behaviors.
-Group Counseling sessions are held for students exhibiting at-risk behaviors academically and socially.
-The Bully Prevention Curriculum is launched with an informative presentation to staff. Teachers present weekly anti-bullying lessons to help students acquire the skills necessary to deal with related situations. School wide and community pledges are made against bullying. Monthly activities are held school-wide, including a culminating activity to show student pride against bullying.
-Counselors mailbox is a box where students can leave anonymous notes for counselors with tips and/or concerns on student related issues.
-Values Matter Initiative is launched with an informative presentation to staff. Teachers present weekly values lessons to help students acquire the skills necessary to deal with related situations and reward students who exemplify such values.

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.

Teachers establish ground rules, rewards and consequences. Amongst the consequences are verbal and written warnings, as well as parent contact. Aside from an in-class reward system, the school

also rewards students using the strategies below:
-Caught Being Good incentive program rewards students who were caught doing something good. They receive a raffle ticket and every Friday, raffle winners are presented and rewarded on the morning announcements.
-Character Education Student of the Month Award Ceremonies are held monthly. Parents are invited to watch their child receive an award for demonstrating the monthly character trait. Recipients of the award are photographed and showcased on the school website, and given treats of cookies and juice to share with their parents.
-Student Motivational Incentive Program tracks and monitors student's efforts in academic assessments. Students meeting academic goals and demonstrating gains are rewarded with a surprise treat after each major assessment. This helps motivate students to remain on track in meeting their goals.

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.

-Be A Mentor (BAM) is a student/teacher mentoring program enhances relationships between teachers and students. Quarterly crafts activities are organized so that mentors and mentees have time set aside to communicate and build a relationship. The BAM program helps students gain self-esteem and confidence, improve their character and citizenship, and enhances decision making and problem solving skills.
-Character Education Student of the Month Award Ceremonies are held monthly. Parents are invited to watch their child receive an award for demonstrating the monthly character trait. Recipients of the award are photographed and showcased on the school website, and given treats of cookies and juice to share with their parents.
-Individual & classroom counseling sessions are held on a consistent basis to solve student related matters and to promote the Values Matter Initiative.

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.

-Our system is to identify, provide interventions and monitor students throughout the school year who fall into the criteria below.
-Students who miss more than 10% of instructional time
-Students who have referrals that lead to the alternative to suspension programs
-Students who score at FSA Level 1 and 2 in either ELA or Math
-Students who are not proficient in reading by Grade 3
-Students who are retained
-Students who fail 2 or more courses
-Students who fail either ELA or Math

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	6	9	19	10	25	22	18	16	26	0	0	0	0	151
One or more suspensions	0	0	0	0	1	0	0	2	2	0	0	0	0	5
Course failure in ELA or Math	9	8	14	34	40	35	29	12	7	0	0	0	0	188
Level 1 on statewide assessment	4	28	74	30	150	161	112	118	102	0	0	0	0	779

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	8	11	40	30	102	110	69	90	68	0	0	0	0	528

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

-Students who miss more than 10% of instructional time-Student absences are addressed immediately by the homeroom teacher. Counselors make parent contact. Community Liaison Specialist follows up if absences persist. Parent conferences are held to establish support and guidelines for preventing truancy.
-Students who have referrals that lead to the alternative to suspension programs established in order to dissolve outdoor suspensions; student mentoring, student and family counseling, indoor suspension, Student Success Center.
-Students score at FSA Level 1 and 2 in either ELA or Math-Students have established time periods in their schedule for intervention in the subject area needed.
-Students who are not proficient in reading by Grade 3-Students are placed in a third grade class whose schedule allots for 90-minutes of an Intensive Acceleration curriculum.
-Students who are retained-Students are given additional minutes daily of intensive intervention based on Tier 2 strategies. Students are identified and invited to attend before and after school supplemental tutoring services for all tested subject areas.
-Students who fail 2 or more courses-Students are identified and invited to attend before and after school supplemental tutoring services for all tested subject areas. Students are scheduled for course recovery. ESOL students are provided with home language assistance in content area courses.
-Students who fail either ELA or Math-Students have established time periods in their schedule for intensive intervention in the subject area needed. Students are identified and invited to attend before and after school supplemental tutoring services for all tested subject areas. ESOL students are provided with home language assistance in Mathematics.

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?
Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315702.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, helps our community understand the issues we are facing. School staff can learn how to improve relations between the community and school. Focus groups also pinpoint key issues that will establish agendas for larger public forums.
Invited community members attend school activities like Career Day, Reading Chain and the Title I Parent Advisory Meetings; Title I District Advisory Meetings, EESAC Meetings, and PTA meetings, as well. These activities allow community members to interact and become more involved in the school and students' education.

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
Anderson, Tiffany	Principal
Bales, Clinton	Assistant Principal
Benitez, Nicole	Assistant Principal
Diaz, Kathiria	Assistant Principal
Santana, Tania	School Counselor
Toirac, Alis	Teacher, K-12
Rodriguez, Humberto	Teacher, ESE
Whiters, Gina	Teacher, K-12
Bowers, Laura	Teacher, K-12
Gilbert, Jenny	Teacher, K-12
Gonzalez, Cinthia	Teacher, K-12
Machado, Myriam	Teacher, K-12
Mondesire, Georgette	Teacher, K-12
Nelson-Shokar, Paula	Teacher, K-12
Zamudio, Ramiro	Teacher, K-12
Harris, Nikesha	Instructional Coach
Garcia, Amarilys	Teacher, K-12
Mitchell, Bobbette	Teacher, K-12
Vasallo, Mayra	Instructional Coach
Weir-Latty, Sheryl	School Counselor
Butler, Ruby	School Counselor
Johnson, Julie	Teacher, K-12
Weber, Patricia	Teacher, K-12
Faust, Brenda	Teacher, K-12
Bell, Tiffany	Instructional Coach

b. Duties

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

The Leadership Team is comprised of school-wide Department Chairpersons for Testing, SPED, ESOL and Gifted; Secondary Department Chairpersons for Science, Social Studies, Mathematics and Language Arts; and Elementary Grade Level Chairpersons for grades Kindergarten through fifth. All Instructional Coaches, Counselors and Administrators are also members of the team. The school-based leadership team follows the Florida Continuous Improvement Model (FCIM). The team analyses data and creates possible solutions to problems. Progress is monitored and again re-analyzed. The cycle continues with each new implementation of possible intervention strategies. The team serves as academic liaisons between administration and teachers, and have an array of responsibilities depending additional goals of the school.

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 school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress based on student need across Tiers. Finally, MTSS End of Year Tier 1 problem solving 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. While the SIP plan does not focus on the primary (untested) grades, the MTSS Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

The Multi-Tiered Support System (MTSS) Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency by determining positive responses by learning gains.
4. Responding when grades, subject areas, classes or individual students have not shown a positive response by providing a MTSS problem solving process and monitoring progress of instruction.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions 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 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention who are not making progress

Title I, Part A
Gateway Environmental K-8 Learning Center provides services to ensure students requiring additional remediation are assisted through extended learning opportunities, such as after-school programs, in-house intervention or summer school. Instructional Coaches develop, lead, and evaluate

school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners. After school tutoring is offered to students with ESOL Levels 1-4 in grades 3-5 in the areas of ELA and Mathematics. Tutors are both ESOL endorsed and speak the Spanish language.

Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Violence Prevention Programs
Staff is trained in District bullying policy procedures. Students are trained to identify and react to bullying situations. Anti-bullying awareness activities are implemented school-wide and in the classroom by guidance counselors along with conflict resolution strategies.

Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education
Secondary students are seen on an individual basis by the Academic Adviser at least one time per year to discuss current coursework and future academics. Career Day is hosted for all grade levels.

Job Training
Students in the secondary level have the option to take a course through Florida Virtual Schools (FLVS) in the school's Virtual Learning Lab (VLL). Classes help students make connections to their future and their current course work by acquiring the skills necessary to function in a competitive technologically advanced society.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tiffany Anderson	Principal
Nicole Benitez	Principal
Cheryl Hall	Teacher
Tralana Stinson	Teacher
Linda Buquet	Teacher
Marjorie Murillo	Education Support Employee
Paul Baker	Business/Community
Georgette Mondesire	Teacher
Christine Prentt	Parent
Jessica Gayton	Parent
Gloria Washington	Parent
Michelle Samuels	Parent
Maria Franco	Parent
Elsie Contreras	Parent
Zulmarie Sanchez	Parent
Jean Montinard	Parent
Adriana Hardee	Parent
Jenny Gilbert	Teacher
Monica Matolcsy	Teacher
Ruth Vilberg	Teacher
Elizabeth Granera	Student

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

Gateway Environmental K-8 Learning Center's Educational Excellence School Advisory Council (EESAC) works to ensure improved student achievement. The EESAC reviews the School Improvement Plan (SIP) and assists in guiding the development and ongoing revisions, as well as the implementation of strategies throughout the school year.

b. Development of this school improvement plan

Gateway Environmental K-8 Learning Center's Educational Excellence School Advisory Council (EESAC) works to ensure improved student achievement. One of the ways the EESAC will do this is by developing, monitoring and evaluating the School Improvement Plan as required. The group may also address issues that include curriculum, student discipline, staffing, safety, technology, student support services, textbook adoptions, professional development and budget, as they apply to the

School Improvement Plan and the District's strategic planning goals. Recommendations adopted by the EESAC shall be presented to the principal for presentation to the school staff.

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

Principal shares school's annual budget with the EESAC and takes into consideration feedback given.

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

Meeting Date Transaction Amount
The EESAC meeting for budget has been scheduled for October 6, 2016.

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
Anderson, Tiffany	Principal
Bales, Clinton	Assistant Principal
Diaz, Kathiria	Assistant Principal
Benitez, Nicole	Assistant Principal
Crissien, Silvana	Teacher, K-12
Gonzalez, Cinthia	Teacher, K-12
Crawford, Nadelyn	Teacher, K-12
Arguelles, Roxana	Teacher, K-12
Bell, Tiffany	Instructional Coach
Vinas, Victoria	Teacher, K-12
MacKenzie, Roxanne	Teacher, K-12
Vasallo, Mayra	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) will utilize data and State Standards to organize events for Literacy Parent Night. The LLT will compile and distribute data to teachers on a timely basis to make it useable in the classroom. The LLT will also look for school wide and individual classroom patterns in data. The LLT will analyze the data to drive all decision-making while infusing school-wide literacy. The LLT is guided by and supports the K-12 CRRP.

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

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

Gateway Environmental K-8 Learning Center has facilitated positive working relationships between teachers to include collaborative planning and instruction. All grade level and departments have effective planning time from one to five times weekly. The classroom assignments have been rearranged in order to facilitate communication and camaraderie among teachers who teach the same subjects. Vertical planning sessions are provided for each subject area to include all grade levels.

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

-Professional Development
-Grade Level Common Planning Time
-Assigning Mentor Teachers

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

Mentoring and Induction for New Teachers (MINT) is a site-based program for teachers new to the profession. First year teachers will be paired with MINT certified teachers. Mentoring activities include teaching observations with reflections, data chats, classroom management, instructional strategies, differentiated instruction and content area literacy.

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.

As a school we utilize the District pacing guide. The pacing guides are aligned to the Florida standards. The pacing guides use the core textbooks, district created resources, and online resources. We also use FLDOE item specifications.

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.

The school uses the continuous improvement model (CIM) to analyze data, provide an action plan, monitor progress and make adjustments, as needed. The baseline assessments provides a base level of student knowledge. From there, an action plan is developed to address student weaknesses by teaching using primary and secondary standards, as well as differentiating instruction in small group to address individual student needs. Classes have an additional 30-minute block allotted in their schedule for intervention and/or enrichment in either ELA or mathematics. The curriculum focus for intervention or enrichment changes after the data of each district assessment and monthly assessment is analyzed.

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

Strategy: Extended School Day

Minutes added to school year: 1,200

All teachers will implement research-based reading strategies using the data collected from the District Assessments in order to provide students with remediation and enrichment activities. Teachers will be given common planning time to collaborate and plan using the current data. Professional Development will also be provided in the school site according to the students' and teachers' needs.

Strategy Rationale

There was limited evidence of effective planning using the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Anderson, Tiffany, tdandserson@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Following the District assessments, data will be analyzed to develop an FCIM calendar identifying weak standards, resources to supplement the teaching of those benchmarks and the strategies used in the classroom to facilitate the remediation of those benchmarks.

Strategy: After School Program

Minutes added to school year: 2,400

Tutoring and/or provided after school in all content areas.

Strategy Rationale

More than 50 percent of students are non-proficient.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Anderson, Tiffany, tdandserson@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The curriculum focus for tutoring and/or enrichment changes after the data of each district assessment and is analyzed.

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.

Gateway Environmental K-8 Learning Center is actively involved in assisting preschool children with the transition of early childhood programs to elementary school programs by offering all students' academic experiences, even in our Voluntary Prekindergarten (VPK) classes. The Florida VPK Education Standards include the eight domains: Physical Health, Approaches to Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development. The curricula used in our VPK general education classrooms are the High/Scope curriculum framework and Houghton-Mifflin-Harcourt (HMH). Role Model students have been added to our Pre-K Special Education classroom to increase inclusion of children with disabilities. High/Scope and BELL/Wright Skills are used by the Special Education (SPED) Prekindergarten Program with role model VPK students. Role Model Students benefit from this type of program because it creates a more positive attitude towards people with disabilities, while increasing social skills and enhances developmental progress for all students. Transition from VPK to Kindergarten is facilitated by the collaboration of our VPK and Kindergarten teachers. VPK and Kindergarten activities are developed for parents and students throughout the year. In May students from private Early Education Schools, are invited to participate in an annual field trip to our school. Pre-K students are given the opportunity to spend a day with kindergarten classes, and participated in the daily activities of a typical kindergarten classroom. In addition, parents of registered kindergartners are invited to an orientation prior to the first day of school. Incoming Kindergarten students are given kindergarten screenings. The assessment results will drive all instruction within the classroom.
Kindergarten students and parents were invited to a "Meet and Greet" the week before the school year begins. This meeting gave the parents and students an opportunity to meet their teacher and become familiar with the school setting. During Open House, students and parents visited the classrooms and were able to view the curriculum, class work, and have a question and answer session with the Kindergarten teachers.
Students in grade 5 participate in an articulation session to review their options and select their coursework for transition into the middle school years. Students in grade 8 participate in an articulation session with the local senior high school to review their options and select their coursework for transition into senior high school. A Magnet Fair is held on campus for 8th grade students to become familiar with the local magnet programs available for transition into senior high school. All students in grades 6, 7 and 8 participate in an annual student orientation regarding expectations, polices and procedures in middle school.

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.

This section is required for schools with grades 9, 10, 11 or 12.

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

This section is required for schools with grades 9, 10, 11 or 12.

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

This section is required for schools with grades 9, 10, 11 or 12.

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.

Secondary students have the opportunity to take high school credit courses in Science and Mathematics to accelerate in their studies; leading to student readiness for the post secondary level either virtually or in school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.   If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. `1a`

🔑 G087926

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - African American	72.0
AMO Reading - Hispanic	74.0
AMO Reading - White	81.0
AMO Reading - SWD	66.0
AMO Reading - ED	73.0
FSA ELA Achievement	27.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	77.0
AMO Math - All Students	69.0
AMO Math - African American	68.0
AMO Math - Hispanic	70.0
AMO Math - ELL	64.0
AMO Math - SWD	63.0
AMO Math - ED	68.0
FSA Mathematics Achievement	27.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	46.0
Math Lowest 25% Gains	68.0
Algebra I EOC Pass Rate	96.0
Bio I EOC Pass	100.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective planning.

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

- Instructional Coaches, Curriculum Support Specialists

- Promethean Boards and computers for technology programs, such as iReady, Edgenuity, Reflex Math and iCivics

- Florida Standards Item Specifications, CPALMS

- District Pacing Guides and online core materials

- Supplemental resources, such as Wordly Wise and Crosswalk for Common Core State Standards

Plan to Monitor Progress Toward G1. `8`

Data from the State Standard Assessments and District Interim Assessments will be analyzed. Teacher data chats will be conducted to reflect on and revisit instructional practices.

Person Responsible
Tiffany Anderson

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

Evidence of Completion
FSA data, FCAT data, District Interim Assessment data, data chat schedule

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. If core instruction is increased in all content areas, then student achievement will improve. 1

🔑 G087926

G1.B1 Limited evidence of effective planning. 2

🔑 B233784

G1.B1.S1 Effective Planning and Instructional Delivery in English Language Arts: Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S246619

Strategy Rationale

There is limited evidence of effective planning.

Action Step 1 5

Introduce and implement structures of effective planning with a focus on the implementation of rigorous standards-based lessons throughout the instructional routine.

Person Responsible

Tiffany Bell

Schedule

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

Evidence of Completion

Agenda, sign-in sheet, lesson plans

Action Step 2 5

Conduct the Coaching Cycle in modeling the implementation of rigorous standards-based lessons throughout the instructional routine; debrief and plan with instructional staff.

Person Responsible

Tiffany Bell

Schedule

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

Evidence of Completion

Lesson plans, coaching calendar

Action Step 3 5

Teachers will implement rigorous standards-based lessons throughout the instructional routine

Person Responsible

Kathiria Diaz

Schedule

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

Evidence of Completion

Lesson plans, instructional delivery, student work

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

Conduct walk through visitations and observations of rigorous standards-based lessons during instruction, and attend planning sessions.

Person Responsible

Kathiria Diaz

Schedule

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

Evidence of Completion

Walk through and observation logs, sign-in sheets

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

Authentic student assessment, instructional delivery and progress monitoring data will help monitor the effectiveness.

Person Responsible

Kathiria Diaz

Schedule

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

Evidence of Completion

Student work, data, walk through and observation logs

G1.B1.S2 Academic Writing: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

🔑 S246620

Strategy Rationale

Limited evidence of structured writing activities.

Action Step 1 5

Conduct a vertical training session with instructional staff on the Florida Standards Assessment (FSA) writing expectations.

Person Responsible

Mayra Vasallo

Schedule

Daily, from 11/8/2016 to 11/10/2016

Evidence of Completion

Agenda, sign-in sheet, presentation materials

Action Step 2 5

Conduct the coaching cycle in modeling the implementation of academic writing throughout the instructional routine; debrief and plan with instructional staff.

Person Responsible

Mayra Vasallo

Schedule

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

Evidence of Completion

Lesson plans and coaching calendar

Action Step 3 `5`

Teachers will implement academic standards-based writing activities throughout the instructional routine.

Person Responsible

Nicole Benitez

Schedule

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

Evidence of Completion

Lesson plans, instructional delivery, student work

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Conduct walk through visitations and observations of academic writing during instruction, and attend planning sessions.

Person Responsible

Nicole Benitez

Schedule

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

Evidence of Completion

Walk through and observation logs, student work, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Authentic student assessments, instructional delivery and progress monitoring data will help monitor the effectiveness.

Person Responsible

Nicole Benitez

Schedule

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

Evidence of Completion

Student work, walk through and observation logs

G1.B1.S3 Use and evidence of effective planning utilizing the Item Specifications in Mathematics and Science: Utilize effective planning protocols including the use of Florida Standards and Item Specifications to develop effective instructional strategies to maximize the use of the instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

🔑 S246621

Strategy Rationale

There is limited evidence of effective planning.

Action Step 1 5

Introduce and implement structures of effective planning with a focus on the implementation of problem solving routines and the claims, evidence and reasoning (CER) of laboratory experiments throughout the instructional routine.

Person Responsible

Nikesha Harris

Schedule

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

Evidence of Completion

Agenda, sign-in sheet, lesson plans

Action Step 2 5

Conduct the Coaching Cycle in modeling instructional routines using problem solving and the claims, evidence and reasoning (CER) of laboratory experiments, debrief and plan with instructional staff

Person Responsible

Nikesha Harris

Schedule

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

Evidence of Completion

Lesson plans, coaching calendar

Action Step 3 `5`

Teachers will implement problem solving and the claims, evidence and reasoning (CER) of laboratory experiments throughout the instructional routine.

Person Responsible

Clinton Bales

Schedule

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

Evidence of Completion

Lesson plans, instructional delivery, student work

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Conduct walk through visitations and observations of the implementation of effective strategies during instruction, and attend planning sessions.

Person Responsible

Clinton Bales

Schedule

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

Evidence of Completion

Walk through and observation logs, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Authentic student assessment, instructional delivery and progress monitoring data will help monitor the effectiveness.

Person Responsible

Clinton Bales

Schedule

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

Evidence of Completion

Student work, data, walk through and observation logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
		2017			
G1.B1.S2.A1 A320169	Conduct a vertical training session with instructional staff on the Florida Standards Assessment...	Vasallo, Mayra	11/8/2016	Agenda, sign-in sheet, presentation materials	11/10/2016 daily
G1.MA1 M333484	Data from the State Standard Assessments and District Interim Assessments will be analyzed....	Anderson, Tiffany	8/22/2016	FSA data, FCAT data, District Interim Assessment data, data chat schedule	6/8/2017 monthly
G1.B1.S1.MA1 M333478	Authentic student assessment, instructional delivery and progress monitoring data will help monitor...	Diaz, Kathiria	8/22/2016	Student work, data, walk through and observation logs	6/8/2017 weekly
G1.B1.S1.MA1 M333479	Conduct walk through visitations and observations of rigorous standards-based lessons during...	Diaz, Kathiria	8/22/2016	Walk through and observation logs, sign-in sheets	6/8/2017 weekly
G1.B1.S1.A1 A320166	Introduce and implement structures of effective planning with a focus on the implementation of...	Bell, Tiffany	8/22/2016	Agenda, sign-in sheet, lesson plans	6/8/2017 weekly
G1.B1.S1.A2 A320167	Conduct the Coaching Cycle in modeling the implementation of rigorous standards-based lessons...	Bell, Tiffany	8/22/2016	Lesson plans, coaching calendar	6/8/2017 weekly
G1.B1.S1.A3 A320168	Teachers will implement rigorous standards-based lessons throughout the instructional routine	Diaz, Kathiria	8/22/2016	Lesson plans, instructional delivery, student work	6/8/2017 weekly
G1.B1.S2.MA1 M333480	Authentic student assessments, instructional delivery and progress monitoring data will help...	Benitez, Nicole	8/22/2016	Student work, walk through and observation logs	6/8/2017 weekly
G1.B1.S2.MA1 M333481	Conduct walk through visitations and observations of academic writing during instruction, and...	Benitez, Nicole	8/22/2016	Walk through and observation logs, student work, sign-in sheets	6/8/2017 weekly
G1.B1.S2.A2 A320170	Conduct the coaching cycle in modeling the implementation of academic writing throughout the...	Vasallo, Mayra	8/22/2016	Lesson plans and coaching calendar	6/8/2017 biweekly
G1.B1.S2.A3 A320171	Teachers will implement academic standards-based writing activities throughout the instructional...	Benitez, Nicole	8/22/2016	Lesson plans, instructional delivery, student work	6/8/2017 weekly
G1.B1.S3.MA1 M333482	Authentic student assessment, instructional delivery and progress monitoring data will help monitor...	Bales, Clinton	8/22/2016	Student work, data, walk through and observation logs	6/8/2017 weekly
G1.B1.S3.MA1 M333483	Conduct walk through visitations and observations of the implementation of effective strategies...	Bales, Clinton	8/22/2016	Walk through and observation logs, sign-in sheets	6/8/2017 weekly
G1.B1.S3.A1 A320172	Introduce and implement structures of effective planning with a focus on the implementation of...	Harris, Nikesha	8/22/2016	Agenda, sign-in sheet, lesson plans	6/8/2017 biweekly
G1.B1.S3.A2 A320173	Conduct the Coaching Cycle in modeling instructional routines using problem solving and the claims,...	Harris, Nikesha	8/22/2016	Lesson plans, coaching calendar	6/8/2017 biweekly
G1.B1.S3.A3 A320174	Teachers will implement problem solving and the claims, evidence and reasoning (CER) of laboratory...	Bales, Clinton	8/22/2016	Lesson plans, instructional delivery, student work	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. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Limited evidence of effective planning.

G1.B1.S1 Effective Planning and Instructional Delivery in English Language Arts: Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Introduce and implement structures of effective planning with a focus on the implementation of rigorous standards-based lessons throughout the instructional routine.

Facilitator

Tiffany Bell, Reading Coach

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Conduct the Coaching Cycle in modeling the implementation of rigorous standards-based lessons throughout the instructional routine; debrief and plan with instructional staff.

Facilitator

Tiffany Bell, Reading Coach

Participants

Instructional Staff

Schedule

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

G1.B1.S2 Academic Writing: Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Conduct a vertical training session with instructional staff on the Florida Standards Assessment (FSA) writing expectations.

Facilitator

Mayra Vasallo, Reading Coach

Participants

Instructional Staff

Schedule

Daily, from 11/8/2016 to 11/10/2016

PD Opportunity 2

Conduct the coaching cycle in modeling the implementation of academic writing throughout the instructional routine; debrief and plan with instructional staff.

Facilitator

Mayra Vasallo, Reading Coach

Participants

Instructional Staff

Schedule

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

G1.B1.S3 Use and evidence of effective planning utilizing the Item Specifications in Mathematics and Science: Utilize effective planning protocols including the use of Florida Standards and Item Specifications to develop effective instructional strategies to maximize the use of the instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Introduce and implement structures of effective planning with a focus on the implementation of problem solving routines and the claims, evidence and reasoning (CER) of laboratory experiments throughout the instructional routine.

Facilitator

Nikesha Harris, Math Coach and Paula Nelson-Shokar, Science Coach

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Conduct the Coaching Cycle in modeling instructional routines using problem solving and the claims, evidence and reasoning (CER) of laboratory experiments, debrief and plan with instructional staff

Facilitator

Nikesha Harris, Math Coach and Paula Nelson-Shokar, Science Coach

Participants

Instructional Staff

Schedule

Biweekly, 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	Introduce and implement structures of effective planning with a focus on the implementation of rigorous standards-based lessons throughout the instructional routine.	$0.00
2	G1.B1.S1.A2	Conduct the Coaching Cycle in modeling the implementation of rigorous standards-based lessons throughout the instructional routine; debrief and plan with instructional staff.	$0.00
3	G1.B1.S1.A3	Teachers will implement rigorous standards-based lessons throughout the instructional routine	$1,200.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		4031 - Gateway Environmental K 8 Learning Center			$1,200.00
		Notes: Funds will be used to purchase headphones for students to use while working on District Diagnostic online assessments using technology.			

4	G1.B1.S2.A1	Conduct a vertical training session with instructional staff on the Florida Standards Assessment (FSA) writing expectations.	$0.00
5	G1.B1.S2.A2	Conduct the coaching cycle in modeling the implementation of academic writing throughout the instructional routine; debrief and plan with instructional staff.	$0.00
6	G1.B1.S2.A3	Teachers will implement academic standards-based writing activities throughout the instructional routine.	$0.00
7	G1.B1.S3.A1	Introduce and implement structures of effective planning with a focus on the implementation of problem solving routines and the claims, evidence and reasoning (CER) of laboratory experiments throughout the instructional routine.	$5,200.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		4031 - Gateway Environmental K 8 Learning Center			$1,200.00
		Notes: Funds will be used to purchase paper in order to create student materials to provide evidence of Tier 2 Intervention activities.			
		4031 - Gateway Environmental K 8 Learning Center			$4,000.00
		Notes: Funds will be used to purchase a supplemental curriculum for Science content knowledge.			

8	G1.B1.S3.A2	Conduct the Coaching Cycle in modeling instructional routines using problem solving and the claims, evidence and reasoning (CER) of laboratory experiments, debrief and plan with instructional staff	$0.00

9	G1.B1.S3.A3	Teachers will implement problem solving and the claims, evidence and reasoning (CER) of laboratory experiments throughout the instructional routine.	$0.00
		Total:	$6,400.00