

Miami-Dade County Public Schools

# Gateway Environmental K 8 Learning Center



2017-18 Schoolwide Improvement Plan

## Gateway Environmental K 8 Learning Center

955 SE 18TH AVE, Homestead, FL 33035

<http://gatewayk8.dadeschools.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	Yes	94%
<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	No	97%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Gateway Environmental K 8 Learning Center

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

##### 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 monthly 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 (CBG) 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 students' 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.**

Guidance counselors provide individual and small group counseling. They consult and collaborate with parents, teachers, administrators and community agencies. They conduct guidance sessions in the classroom to assist students with problem solving, decision making and goal setting. They provide information regarding promotion through individual, group or classroom sessions. They provide individual counseling sessions to help students deal with crisis intervention, transitional issues and personal and family concerns.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	9	15	22	33	42	44	41	10	12	0	0	0	0	228
Level 1 on statewide assessment	5	23	41	86	90	91	93	63	100	0	0	0	0	592

**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	9	19	37	39	107	104	104	82	104	0	0	0	0	605

**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 inddor suspension and the Alternative to Suspension program, will be referred to student mentoring program and student and family counseling.
- Students score at FSA Level 1 and 2 in either ELA or Math-have established time periods in their schedule for intervention in the subject area needed.
- Students who are not proficient in reading by Grade 3- 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- are identified and encouraged to attend before and after school supplemental tutoring services for all tested subject areas. ESOL students are provided with home language assistance in content area courses.
- Students who fail either ELA or Math- have established time periods in their schedule for intensive intervention in the subject area needed. Students are identified and encouraged 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/484040>.

**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.**



Invited community members attend school activities like Career Day, Reading Chain, Title I Parent Advisory Meetings, Open House, Title I District Meetings, EESAC Meetings, Literacy Night, STEAM, Values Matter, PACE Club, and PTA Meetings in an effort to interact with and become more involved in the school and students' education.

## C. Effective Leadership

### 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
Diaz, Kathiria	Assistant Principal
Toirac, Alis	Teacher, K-12
Rodriguez, Humberto	Teacher, ESE
Bowers, Laura	Teacher, K-12
Nelson-Shokar, Paula	Teacher, K-12
Harris, Nikesha	Instructional Coach
Garcia, Amarilys	Teacher, K-12
Mitchell, Bobbette	Teacher, K-12
Vasallo, Mayra	Instructional Coach
Bell, Tiffany	Instructional Coach
Collier, Courtney	Assistant Principal
Machado, Myriam	Teacher, K-12
Laguerre, Clifford	School Counselor
Stinson, Tralana	Teacher, K-12
Yen, Melissa	Teacher, K-12
Hayes, Darcy	Teacher, K-12
Zamudio, Dinaris	Teacher, K-12
Pedreira , Amber	School Counselor
Luna Torres, Barbara	School Counselor
Vilberg, Ruth	Teacher, K-12
Swensson, Tiffany	Teacher, K-12
Crissien, Silvana	Teacher, K-12
Marrero, Diomarys	Teacher, K-12
Loriga, Vivian	Assistant Principal

#### 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.

**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
Cheryl Hall	Teacher
Tralana Stinson	Teacher
Linda Buquet	Teacher
Marjorie Murillo	Education Support Employee
Paul Baker	Business/Community
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
Mona Bernard	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*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.**

- \$ 3,000 – Copy Machine ( Administration)
- \$ 600 – Brag Tags / Ms. Caffrey
- \$ 2,000- School Wide Incentives / Ms. Aldama
- \$ 500- Music/ Cro. Chorale / Ms. Martinez
- \$ 300 Gents and Gems/ Ms. Harris
- \$ 680 – Physical Education/Ms. Kelly
- \$ 520 – 3rd Grade/ Gonzalez
- \$ 300- Student Services/ Santa
- \$ 2,000- Mystery Theater/ Gilbert

**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
Crissien, Silvana	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
Harris, Nikesha	Instructional Coach
Nelson-Shokar, Paula	Teacher, K-12
Collier, Courtney	Assistant Principal
Loriga, Vivian	Assistant Principal

## 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **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
- Assigning Buddy 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 differentiating instruction in small groups to address individual student needs, 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 at the school site according to the students' and teachers' needs.

**Strategy Rationale**

Allowing time for enrichment and tutoring.

**Strategy Purpose(s)**

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

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

Administrators, 4031 , 4031\_administration@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 is 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, tdanderson@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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 participate 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 participated 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, policies 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.

## 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

G097058

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - SWD	
AMO Reading - ED	
FSA ELA Achievement	27.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	77.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
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

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

Data from i-Ready, Topic Assessments, E-Assessments and Mid-Year assessments will be analyzed. Teacher data chats will be conducted to reflect on and revisit instructional practices.

**Person Responsible**

Courtney Collier

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

FSA data, District Mid-Year 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

G097058

**G1.B1** Limited evidence of effective planning. 2

B261104

**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

S276459

### Strategy Rationale

There is limited evidence of productive planning.

### Action Step 1 5

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

#### Person Responsible

Vivian Loriga

#### Schedule

Weekly, from 8/21/2017 to 6/7/2018

#### 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

Courtney Collier

#### Schedule

Weekly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Lesson plans, coaching calendar

### Action Step 3 5

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

#### **Person Responsible**

Vivian Loriga

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### **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**

Courtney Collier

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### **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 ensure the effectiveness.

#### **Person Responsible**

Courtney Collier

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Student work, data, walk through and observation logs



**G1.B1.S2** Academic Writing: Implement academic writing framework 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

S276460

### 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

Quarterly, from 10/18/2017 to 6/7/2018

#### 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 8/21/2017 to 6/7/2018

#### 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**

4031 Administrators

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### ***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**

4031 Administrators

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### ***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**

Courtney Collier

#### **Schedule**

Weekly, from 8/21/2017 to 6/7/2018

#### ***Evidence of Completion***

Student work, walk through and observation logs

**G1.B1.S3** Effective planning will be evident by the utilization of the item specifications for Mathematics and Science. Planning protocols will be used to plan for the instructional block choosing real world application problems that are aligned to the standards. 4

S276461

### 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

Paula Nelson-Shokar

#### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

#### 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

Paula Nelson-Shokar

#### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

#### 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 8/21/2017 to 6/7/2018

#### ***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 8/21/2017 to 6/7/2018

#### ***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 8/21/2017 to 6/7/2018

#### ***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
<b>2018</b>					
 G1.MA1 M400603	Data from i-Ready, Topic Assessments, E-Assessments and Mid-Year assessments will be analyzed....	Collier, Courtney	8/21/2017	FSA data, District Mid-Year Assessment data, data chat schedule	6/7/2018 monthly
 G1.B1.S1.MA1 M400597	Authentic student assessment, instructional delivery and progress monitoring data will help ensure...	Collier, Courtney	8/21/2017	Student work, data, walk through and observation logs	6/7/2018 weekly
 G1.B1.S1.MA1 M400598	Conduct walk through visitations and observations of rigorous standards-based lessons during...	Collier, Courtney	8/21/2017	Walk through and observation logs, sign-in sheets	6/7/2018 weekly
 G1.B1.S1.A1 A372467	Introduce and implement structures of effective planning with a focus on rigorous standards-based...	Loriga, Vivian	8/21/2017	Agenda, sign-in sheet, lesson plans	6/7/2018 weekly
 G1.B1.S1.A2 A372468	Conduct the Coaching Cycle in modeling the implementation of rigorous standards-based lessons...	Collier, Courtney	8/21/2017	Lesson plans, coaching calendar	6/7/2018 weekly
 G1.B1.S1.A3 A372469	Teachers will implement rigorous standards-based lessons throughout the instructional routine	Loriga, Vivian	8/21/2017	Lesson plans, instructional delivery, student work	6/7/2018 weekly
 G1.B1.S2.MA1 M400599	Authentic student assessments, instructional delivery and progress monitoring data will help...	Collier, Courtney	8/21/2017	Student work, walk through and observation logs	6/7/2018 weekly
 G1.B1.S2.MA1 M400600	Conduct walk through visitations and observations of academic writing during instruction, and...	Administrators, 4031	8/21/2017	Walk through and observation logs, student work, sign-in sheets	6/7/2018 weekly
 G1.B1.S2.A1 A372470	Conduct a vertical training session with instructional staff on the Florida Standards Assessment...	Vasallo, Mayra	10/18/2017	Agenda, sign-in sheet, presentation materials	6/7/2018 quarterly
 G1.B1.S2.A2 A372471	Conduct the coaching cycle in modeling the implementation of academic writing throughout the...	Vasallo, Mayra	8/21/2017	Lesson plans and coaching calendar	6/7/2018 biweekly
 G1.B1.S2.A3 A372472	Teachers will implement academic standards-based writing activities throughout the instructional...	Administrators, 4031	8/21/2017	Lesson plans, instructional delivery, student work	6/7/2018 weekly
 G1.B1.S3.MA1 M400601	Authentic student assessment, instructional delivery and progress monitoring data will help monitor...	Bales, Clinton	8/21/2017	Student work, data, walk through and observation logs	6/7/2018 weekly
 G1.B1.S3.MA1 M400602	Conduct walk through visitations and observations of the implementation of effective strategies...	Bales, Clinton	8/21/2017	Walk through and observation logs, sign-in sheets	6/7/2018 weekly
 G1.B1.S3.A1 A372473	Introduce and implement structures of effective planning with a focus on the implementation of...	Nelson-Shokar, Paula	8/21/2017	Agenda, sign-in sheet, lesson plans	6/7/2018 biweekly
 G1.B1.S3.A2 A372474	Conduct the Coaching Cycle in modeling instructional routines using problem solving and the claims,...	Nelson-Shokar, Paula	8/21/2017	Lesson plans, coaching calendar	6/7/2018 biweekly
 G1.B1.S3.A3 A372475	Teachers will implement problem solving and the claims, evidence and reasoning (CER) of laboratory...	Bales, Clinton	8/21/2017	Lesson plans, instructional delivery, student work	6/7/2018 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 rigorous standards-based lessons throughout the instructional routine.

#### Facilitator

Tiffany Bell, Nikesiha Harris, Mayra Vasallo

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/21/2017 to 6/7/2018

### 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, Nikeshia Harris, Mayra Vasallo

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/21/2017 to 6/7/2018

**G1.B1.S2 Academic Writing:** Implement academic writing framework 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**

Curriculum Coaches (Reading)

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 10/18/2017 to 6/7/2018

### **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**

Curriculum Coaches (Reading)

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

**G1.B1.S3** Effective planning will be evident by the utilization of the item specifications for Mathematics and Science. Planning protocols will be used to plan for the instructional block choosing real world application problems that are aligned to the standards.

### **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**

Paula Nelson-Shokar, Science Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

### **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**

Paula Nelson-Shokar, Science Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/21/2017 to 6/7/2018



## 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 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	2017-18
			4031 - Gateway Environmental K 8 Learning Center			\$1,200.00
			<i>Notes: Funds will be used to purchase headphones for students to use while working on District Diagnostic online assessments using technology.</i>			
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	2017-18
			4031 - Gateway Environmental K 8 Learning Center			\$1,200.00
			<i>Notes: Funds will be used to purchase paper in order to create student materials to provide evidence of Tier 2 Intervention activities.</i>			
			4031 - Gateway Environmental K 8 Learning Center			\$4,000.00
			<i>Notes: Funds will be used to purchase a supplemental curriculum for Science content knowledge.</i>			
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
<b>Total:</b>			<b>\$6,400.00</b>