



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gateway Elementary School

13280 GRIFFIN DR

Fort Myers, FL 33913

239-768-3737

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 59%
Alternative/ESE Center No	Charter School No	Minority Rate 58%

School Grades History

2013-14 B	2012-13 A	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gateway Elementary School

Principal

Christine Siebenaler

School Advisory Council chair

Bryon Taylor and Beth Zalewski

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Chris Siebenaler	Principal
Mirta "Silvia" Torres	Assistant Principal
Christine Shore	Kindergarten
Shanon White	Kindergarten
Nicol Brayton	First Grade
Heather McKinlay	First Grade
Deb Craig	Second Grade
Shannon Stahl	Third Grade
Renee Lowe	Third Grade
Jeana Malone	Fourth Grade
Kelly McGuinness	Fifth Grade
Sarah Severson	Special Areas
Rosa Ortiz	ESE
Victoria Thomas	ESE
Katherine Taylor	Learning Resource Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Beth Zalewski - Teacher - co-chair
 Bryon Taylor - Parent - co-chair
 Chris Siebenaler - Principal
 Tara Wyckoff - Parent - PTA representative
 Alex Smith - Staff member
 Ira Malamut - Community Member
 Rosa Ortiz - Teacher - Secretary
 Andrea Garcia - Support Staff
 Barbara Burnside - Support Staff
 Edie Rosa - Community Member
 Jeff Kunberger - Business Rep
 Freddy Hoopfer - Parent - DAC Representative
 Jennifer Eigner-Gonzalez - Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC team will review progress monitoring data, receive updates on instructional strategies being implemented in the classroom, and be community liasons to share information on the implementation of Common Core Standards.

Projected use of school improvement funds, including the amount allocated to each project

The School Improvement budget will be used to fund teacher requests for classroom materials to enhance instruction and support instructional strategies.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Christine Siebenaler		
Principal	Years as Administrator: 7	Years at Current School: 2
Credentials	Masters in Educational Leadership Bachelor of Science in Elementary Education and History/Social Sciences Florida Certification Elementary Education, Reading, Educational Leadership, School Principal	
Performance Record	As the Instructional Leader, Gateway Elementary's Florida School Grade for the 2013 school year increased 34 points and improved from a B grade to a grade of A.	

Mirta Silvia Torres		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelors of Science in Elementary Education Masters in Educational Leadership Florida Certification - Elementary Education, Gifted Education, Educational Leadership, Reading National Board Certification	
Performance Record	Ms. Torres is the recipient of the Golden Apple Teacher of Excellence Award. The academic performance of her students annually exceeded expected levels of achievement. Ms. Torres is currently completing her doctoral class work in Reading and Instructional Leadership.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Katherine Taylor		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor of Science Florida Certification - Elementary Education, Reading Endorsement	
Performance Record	Mrs. Taylor has received Highly Effective ratings throughout her tenure in the classroom. Her knowledge of curriculum and leadership at her grade level gives her vast expertise to coach teachers at Gateway Elementary.	

Classroom Teachers

# of classroom teachers	45
# receiving effective rating or higher	42, 93%
# Highly Qualified Teachers	100%
# certified in-field	45, 100%
# ESOL endorsed	29, 64%
# reading endorsed	2, 4%
# with advanced degrees	18, 40%
# National Board Certified	1, 2%
# first-year teachers	0, 0%
# with 1-5 years of experience	7, 16%
# with 6-14 years of experience	27, 60%
# with 15 or more years of experience	11, 24%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers new to the school are paired with current instructional staff based on common grade level expertise, coaching skills, and clinical educator endorsement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
 - Attend MTSS Team meetings to collaborate on & monitor students who are struggling
 - Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
 - Deliver instructional interventions with fidelity
- Reading or Math Coach/Specialist
- Attend MTSS Team meetings
 - Train teachers in interventions, progress monitoring, differentiated instruction
 - Implement supplemental and intensive interventions
 - Keep progress monitoring notes & anecdotal of interventions implemented
 - Administer screenings
 - Collect school-wide data for team to use in determining at-risk students
- Speech-Language Pathologist
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
 - Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
 - Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
 - Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
- Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators
 - Schedule and attend MTSS Team meetings
 - Maintain log of all students involved in the MTSS process
 - Send parent invites
 - Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions Specialist (Behavior, OT, PT, ASD)
 - Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers
- Principal/Assistant Principal
- Facilitate implementation of the MTSS problem-solving process in your building
 - Provide or coordinate valuable and continuous professional development
 - Assign paraprofessionals to support MTSS implementation when possible

- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Gateway Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes of students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, reserach based practices, and problem solving processes to support academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Chris Siebenaler	Principal
Mirta Silvia Torres	Assistant Principal
Katherine Taylor	Learning Resource Teacher
Sheri St John	School Counselor
Jeana Malone	Grade 4 Chairperson
Beth Zalewski	SAC Co-Chair
Debra Craig	Grade 2 Teacher

How the school-based LLT functions

The LLT meets to review grade level data, PLC information, progress monitoring data, and intervention strategies. The team works to problem solve barriers to progress and determine course corrections to instructional and intervention plans.

Major initiatives of the LLT

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making adequate gains toward meeting our SIP goals in READING. Our data will come from Florida Ready, pre, mid, and post tests, Fluency, Concept tests and Pearson Weekly Tests. The team will assist with the design of the Title II Reading Training opportunities. The team will also monitor the strengths and weakness of the new Florida Ready program and work to find data that aligns with FCAT.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	74%	Yes	75%
American Indian				
Asian				
Black/African American	52%	53%	Yes	57%
Hispanic	66%	65%	No	69%
White	83%	87%	Yes	85%
English language learners	48%	53%	Yes	54%
Students with disabilities	42%	46%	Yes	48%
Economically disadvantaged	59%	63%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	27%	28%
Students scoring at or above Achievement Level 4	136	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	141	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	136	71%	73%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	66	71%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	73%	Yes	72%
American Indian				
Asian				
Black/African American	43%	45%	Yes	48%
Hispanic	62%	66%	Yes	66%
White	80%	88%	Yes	82%
English language learners	40%	53%	Yes	46%
Students with disabilities	38%	39%	Yes	45%
Economically disadvantaged	55%	61%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	21%	22%
Students scoring at or above Achievement Level 4	156	52%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	126	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	115	60%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	25%	26%
Students scoring at or above Achievement Level 4	36	36%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	3	80%	83%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	6%	5%
Students who are not proficient in reading by third grade	14	12%	10%
Students who receive two or more behavior referrals	7	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

All teachers host a curriculum night for families. Grade levels host student-led conferences. AR Blast is an opportunity for students and families to come in to read together and do AR comprehension. The AR Blast is held 4 Saturdays a year at interim time. Family Math Night provides families with the opportunity to participate in Math activities with their students that they can take home and use with their children to increase math proficiency. Science Fair Parent Night is an opportunity for parents to learn about Student Science Fair projects and encourage further experimentation. Parents and students will have 3 additional opportunities to participate in STEM events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participation will increase from 15% to 18%.	180	26%	30%

Goals Summary

G1. Students are engaged in rigorous learning of essential grade level skills.

Goals Detail

G1. Students are engaged in rigorous learning of essential grade level skills.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Professional Development of PLC
- Common Planning Time
- Professional Development of Common Core Training
- Teacher expertise and Support Personnel availability
- District support of new reading and math series
- Technology resources
- Professional Development of Kagan strategies
- Teacher observations and sharing of best practices
- Collaboration among teachers
- Grade level instructional materials supported by differentiated instruction
- Positive Behavior Support Program

Targeted Barriers to Achieving the Goal

- Teachers lack of content knowledge with new standards and curriculum expectations
- Easy access to useful and meaningful data
- Lack of foundational skills to ensure success at the next level

Plan to Monitor Progress Toward the Goal

High student engagement in problem solving activities and higher level thinking skills

Person or Persons Responsible

Administration Team and Classroom teachers

Target Dates or Schedule:

Mid- Year and End of Year

Evidence of Completion:

Mid Year and Final Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students are engaged in rigorous learning of essential grade level skills.

G1.B3 Teachers lack of content knowledge with new standards and curriculum expectations

G1.B3.S1 Use PLC process to determine essential learning at each grade level and model best practices of instruction

Action Step 1

Teachers identify essential learning skills based on grade level standards for student success

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Bi-monthly PLCs

Evidence of Completion

Grade levels create and submit a document of essential learning standards and instructional strategies that model best practices

Facilitator:

Administrative Team

Participants:

Administration and Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

PLC task documents

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

PLC task completion documents

Plan to Monitor Effectiveness of G1.B3.S1

Evidence of vertical alignment throughout the grade levels

Person or Persons Responsible

Administration and PLC Teams

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Student achievement data

G1.B5 Easy access to useful and meaningful data

G1.B5.S1 Development of Common Assessments of Essential Learning through the PLC process with a focus on formative assessments

Action Step 1

Creation of common assessments to monitor progress of academic learning and essential skills

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

End of Semester 1

Evidence of Completion

Common Assessments documents

Facilitator:

Administration

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Discussions with PLC teams in identifying assessment markers to be used in Common Assessment documents

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly

Evidence of Completion

Creation of Common Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Monthly PLC meeting tasks are aligned to the essential learnings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Common Assessment Documents align to the essential learnings

G1.B5.S2 Performance Matters training to improve meaningful data analysis to be used to create/ implement a plan for learning

Action Step 1

Professional Development in Performance Matters

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Semester 1

Evidence of Completion

Inservice records

Facilitator:

Administrative Team

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Analysis of questions/standards as they connect to specific skills

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Semester 1

Evidence of Completion

Reports of student performance on individual skills

Plan to Monitor Effectiveness of G1.B5.S2

PLC teams work with standard reports to prescribe interventions and modify instructional strategies

Person or Persons Responsible

Administrative

Target Dates or Schedule

Semester 1

Evidence of Completion

Reports of student performance on academic standards

G1.B10 Lack of foundational skills to ensure success at the next level

G1.B10.S1 Plan for learning incorporates engaging and rigorous instruction to include prescriptive intervention strategies/activities to meet specific student needs.

Action Step 1

Teachers will identify research based strategies to meet the specific needs of the students

Person or Persons Responsible

Grade Level PLC Teams

Target Dates or Schedule

Semester 2

Evidence of Completion

Differentiated groupings of students and lesson plans documenting strategies and materials to be used

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Monitoring of differentiated instructional centers

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Semester 2

Evidence of Completion

Schedules documenting intervention blocks and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B10.S1

Formative and Summative Assessments to progress monitoring of academic learnings

Person or Persons Responsible

Administrative Team and PLC Teams

Target Dates or Schedule

Semester 2

Evidence of Completion

Assessment data

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Gateway Elementary receives Title II, Title III, and Supplemental Academic Instruction to provide professional development training to teachers. Title II funds will be used to provide curriculum training to teachers making instructional planning shifts for Common Core Standards, training as Professional Learning Communities, Training on the creation of common assessments, and training on the use of Kagan Structures to increase student engagement. Title III funds will be used to provide supports and materials to Limited English Proficient students. Gateway's Supplemental Academic Instruction funds are being used to support our intermediate teachers and students with a Learning Resource Teacher and Paraprofessional working with our Lowest quartile.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students are engaged in rigorous learning of essential grade level skills.

G1.B3 Teachers lack of content knowledge with new standards and curriculum expectations

G1.B3.S1 Use PLC process to determine essential learning at each grade level and model best practices of instruction

PD Opportunity 1

Teachers identify essential learning skills based on grade level standards for student success

Facilitator

Administrative Team

Participants

Administration and Teachers

Target Dates or Schedule

Bi-monthly PLCs

Evidence of Completion

Grade levels create and submit a document of essential learning standards and instructional strategies that model best practices

G1.B5 Easy access to useful and meaningful data

G1.B5.S1 Development of Common Assessments of Essential Learning through the PLC process with a focus on formative assessments

PD Opportunity 1

Creation of common assessments to monitor progress of academic learning and essential skills

Facilitator

Administration

Participants

Classroom Teachers

Target Dates or Schedule

End of Semester 1

Evidence of Completion

Common Assessments documents

G1.B5.S2 Performance Matters training to improve meaningful data analysis to be used to create/ implement a plan for learning

PD Opportunity 1

Professional Development in Performance Matters

Facilitator

Administrative Team

Participants

Classroom teachers

Target Dates or Schedule

Semester 1

Evidence of Completion

Inservice records

Appendix 2: Budget to Support School Improvement Goals