



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Gateway Charter Elementary School

12850 COMMONWEALTH DR

Fort Myers, FL 33913

239-768-5048

[www.gatewaycharterschool.org](http://www.gatewaycharterschool.org)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 67%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 66%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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 Charter Elementary School

**Principal**

Sara Abraham

**School Advisory Council chair**

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

Name	Title
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**District-Level Information**

**District**

Lee

**Superintendent**

Dr. Nancy J Graham

**Date of school board approval of SIP**

Pending

### 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**

**Involvement of the SAC in the development of the SIP**

**Activities of the SAC for the upcoming school year**

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

No funds are collected as part of the SAC.

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

Not 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:**

**Sara Abraham**

Principal	Years as Administrator: 17	Years at Current School: 5
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**Credentials**

M.Ed. Educational Leadership (All Levels)  
Elementary Education (K-6)

**Performance Record**

A School 2009-2012

**Patricia Duffy**

Principal	Years as Administrator: 13	Years at Current School: 3
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**Credentials**

M.Ed Educational Leadership (all Levels)  
Social Sciences (6-12)

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Jessica Eschhofen**

Full-time / School-based	Years as Coach: 1	Years at Current School: 5
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**Areas**

Reading/Literacy, Mathematics, Science, Data

**Credentials**

Pre-K to third grade Early Education

**Performance Record**

**Laura Eding**

Full-time / School-based	Years as Coach: 1	Years at Current School: 3
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**Areas**

Reading/Literacy, Mathematics, Science, Data

**Credentials**

ESOL Endorsement  
Reading Endorsement  
Elementary Education K-6

**Performance Record**

**Classroom Teachers**

# of classroom teachers

# receiving effective rating or higher

# Highly Qualified Teachers

# certified in-field

# ESOL endorsed

# reading endorsed

# with advanced degrees

# National Board Certified

# first-year teachers

# with 1-5 years of experience

# with 6-14 years of experience

# with 15 or more years of experience

**Education Paraprofessionals**

# of paraprofessionals

# Highly Qualified

**Other Instructional Personnel**

# of instructional personnel not captured in the sections above

# receiving effective rating or higher

**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**

TLC (Teacher Learning Communities) program to allow for new teachers to be paired with a veteran teachers to mentor them throughout the year. This provides our new teachers with the ability to have someone to provide support or advice for a variety of issues.

APPLES program is a new teacher orientation as required per the Department of Education.

Staff Development training is held in order to create a professional learning environment for teachers to continue their on-going training in the field of teaching.

Administrative walk-throughs and observations to provide feedback to teachers and allow for conversations to be held with regards to improving instruction and student engagement.

**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**

TLC (Teacher Learning Communities) program to allow for new teachers to be paired with a veteran teachers to mentor them throughout the year. This provides our new teachers with the ability to have someone to provide support or advice for a variety of issues. This is continued through the APPLES training, walk-throughs and teacher observations.

### **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/RtI leadership team meets on as as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five step problem solving process as outlined in the district's multi-tiered system of supports/responses to intervention manual.

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

The classroom teachers keep ongoing progress monitoring notes in a MTSS/RtI folders (FAIR, FLCKRS, curriculum assessments, FCAT Scores, work samples and anecdotal notes) to be filed in a cumulative folder at the end of each school year. Teachers attend RtI team meetings to collaborate on and monitor students who are struggling, implement interventions designed by the RtI team for students in Tier 2 and 3. Teachers also deliver instructional interventions with fidelity.

rain teachers in interventions, progress monitoring, differentiated instruction

- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotals of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of RTI in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often RTI Team facilitators
- Schedule and attend RTI Team meetings
- Maintain log of all students involved in the RTI process
- Send parent invites
- Complete necessary RTI forms

- Conduct social-developmental history interviews when requested
- School Student Services Representative
- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
  - Monitor data collection process for fidelity
  - Review & interpret progress monitoring data
  - Collaborate with RTI Team on effective instruction & specific interventions
  - Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions.
- ESE Teacher/Staffing Specialist
- Consult with RTI Team regarding Tier 3 interventions
  - Incorporate RTI data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with RTI Team
  - Provide staff trainings
- Social Worker
- Attend RTI Team meetings when requested
  - Conduct social-developmental history interviews and share with RTI Team
- ESOL/ELL Representative
- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
  - Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The classroom teachers keep ongoing progress monitoring notes in a MTSS/RtI folders (FAIR, FLCKRS, curriculum assessments, FCAT Scores, work samples and anecdotal notes) to be filed in a cumulative folder at the end of each school year. Teachers attend RtI team meetings to collaborate on and monitor students who are struggling, implement interventions designed by the RtI team for students in Tier 2 and 3. Teachers also deliver instructional interventions with fidelity.

### **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 Charter School plans to utilize our Student Information System (SIS) to manage tiered data. This

system will be able to track interventions for individual students and allow access to appropriate staff.

Data Sources:

Reading - FORF, DAR, FCAT, Benchmarks, IFC

Math - FCAT, Benchmarks, IFC

Writing - BAT, FCAT, IFC

Science - FCAT, Benchmarks, IFC,

Data Management System: SIS,

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

The Lee County School District has developed a comprehensive training and support plan for schools.

District

teams have

been established to support schools in the implementation of the MTSS/RTI process for all students. The teams 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 for

students with academic and behavioral needs. This information will be shared with staff via team leaders, and staff development during the year.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

Extended Day Program to provide remediation for reading skills, concepts and strategies

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through benchmark test results and FCAT scores.

**Who is responsible for monitoring implementation of this strategy?**

CRT (Curriculum Resource Teacher), grade level chairs, administration team

### Literacy Leadership Team (LLT)

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

Name	Title
Patricia Duffy	Principal
Sara Abraham	Principal
Jessica Eschhofen	CRT grades 3-5
Laura Eding	CRT Grades K-2

**How the school-based LLT functions**

The LLT will promote reading and literacy throughout the school year in connection with the Media center, the DEAR program and positive re-enforcement and recognition with student readers.

**Major initiatives of the LLT**

The major initiatives of the LLT this year are for the students to complete the DEAR, CSUSA reading challenge, and bring awareness of reading and literacy to the homes of students as well, with parental and guardian support.

### **Every Teacher Contributes to Reading Instruction**

#### **How the school ensures every teacher contributes to the reading improvement of every student**

Reading strategies are included in lesson plans, verified through walk-throughs and teacher observations by team leads and administrative team.

## 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	70%	31%	No	73%
American Indian				
Asian				
Black/African American	60%		No	64%
Hispanic	72%		No	75%
White	73%		No	75%
English language learners	58%		No	63%
Students with disabilities	52%		No	57%
Economically disadvantaged	67%		No	70%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	11%	
Students scoring at or above Achievement Level 4	27	12%	

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			20%
Students in lowest 25% making learning gains (FCAT 2.0)			20%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			25%

**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	79	35%	40%
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	65%		No	69%
American Indian				
Asian				
Black/African American	50%		No	55%
Hispanic	64%		No	68%
White	71%		No	74%
English language learners	58%		No	63%
Students with disabilities	48%		No	54%
Economically disadvantaged	59%		No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	60%	65%
Students scoring at or above Achievement Level 4	58	58%	62%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	20	20%	25%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	20%	25%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	30	30%	35%
Middle school performance on high school EOC and industry certifications	30	30%	35%

**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	26	26%	30%
Students scoring at or above Achievement Level 4	21	21%	25%

**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)			
Participation in STEM-related experiences provided for students			

**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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**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**

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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### Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Goals Summary**

**Goals Detail**

**Action Plan for Improvement**

**Problem Solving Key**

**G** = Goal

**B** = Barrier

**S** = Strategy

## 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**

## 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.*

## Appendix 2: Budget to Support School Improvement Goals