

School District of Osceola County, FL

Gateway High School



2018-19 Schoolwide Improvement Plan

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Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-12 | Yes | 81% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 90% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | B* |

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To enhance the students' academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and increasing diverse society

Provide the school's vision statement.

Gateway High School's vision is The School District's vision which is:
"Inspiring all learners to reach their highest potential as responsible, productive citizens."

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------------|---------------------|
| Long, James | Principal |
| Briggs, Shelly | Dean |
| Jacobson, Dana | Other |
| James, Travis | Other |
| Laser, Sabine | Dean |
| Mehta, Nahida | Instructional Coach |
| Paul-Zin, Georgette | Assistant Principal |
| Phillip, Omar | School Counselor |
| Razack, Shaleeza | Instructional Coach |
| Stazko, Norine | Other |
| Suarez, Maritza | Other |
| Dejesus Serrano, Rosa | Teacher, K-12 |
| Erdmann, Dorie | Teacher, K-12 |
| Silen, Nilda | Teacher, K-12 |
| Glassburn, Michael | Dean |
| Louis-Jean, Steve | Assistant Principal |
| Piper, Heather | Instructional Coach |
| Ponzoa, Yvette | Assistant Principal |
| Lugo, Valerie | School Counselor |
| Graw-Gonzalez, Myrmarie | Instructional Coach |
| Nunez, Jasmin | Instructional Coach |
| Strickland, Felicidad | Instructional Coach |
| Swartz, Jeremiah | Instructional Coach |
| Kersey, Paul | Instructional Media |

Duties

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

School principal and assistant principals (James Long, Yvette Ponzoa, Georgette Paul-Zin, Steve Louis Jean) - Responsible for Stocktake meetings, monitoring SIP, gathering monthly reports and providing feedback for other members of Leadership Team.

Deans (Shelley Briggs, Sabine Laser, Michael Glassburn) - Responsible for reporting information about school discipline, attendance and PBIS incentives.

School AD (Travis James) - Responsible for reporting about athletics and PBIS incentives.

College and Career Counselor (Dana Jacobson) - Responsible for reporting about College acceptance rates, scholarship/grant monies earned, Naviance compliance.

Instructional coaches (Jeremiah Swartz, Felicidad Strickland, Myrmarie Graw-Gonzalez, Heather Piper, Shaleeza Razack, Nahida Mehta - Present requested data that is relevant to the School Improvement Plan during Stocktake presentations.

Teachers (Rosa DeJesus-Serrano, Dorie Erdmann, Nilda Silen) - Assist coaches with compiling data for Stocktake presentations.

Compliance specialists (Norine Stazko, ESOL; Maritza Suarez, ESE) - Compile data related to specific sub-groups and assist Instructional Coaches with the dissemination of that data at Stocktake presentations.

Early Warning Systems

Year 2017-18

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 | 108 | 114 | 147 | 196 | 565 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 57 | 72 | 41 | 271 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 8 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 175 | 206 | 165 | 98 | 644 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|-----|----|-----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 96 | 117 | 65 | 410 | |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 22 | 25 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 75 | 64 | 89 | 297 | |

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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 | 128 | 184 | 182 | 382 | 876 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 75 | 48 | 50 | 209 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 53 | 49 | 47 | 154 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 188 | 258 | 297 | 252 | 995 | |
| Not in Correct Cohort | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 23 | 29 | 31 | 99 | |
| GPA < 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 135 | 128 | 24 | 406 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|----|-----|-----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 143 | 152 | 228 | 596 |

Year 2016-17 - Updated

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 | 128 | 184 | 182 | 382 | 876 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 75 | 48 | 50 | 209 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 53 | 49 | 47 | 154 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 188 | 258 | 297 | 252 | 995 | |
| Not in Correct Cohort | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 23 | 29 | 31 | 99 | |
| GPA < 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 135 | 128 | 24 | 406 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 143 | 152 | 228 | 596 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students at Gateway High School struggled to pass the Algebra 1 End of Course assessment. The data shows that 75% of the students who took this assessment did not reach a level of proficiency. The achievement scores have dropped by 9% over the past three years.

Which data component showed the greatest decline from prior year?

The data shows that Geometry had the most significant decline from the previous year; student proficiency scores dropped by 9% this year. Gateway High School was 8% below the district average and 25% below the state average. Student competency scores have declined by 10 points over the past three years.

Which data component had the biggest gap when compared to the state average?

School records show that Algebra 1 has the most substantial achievement gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Gateway High School proficiency scores dropped in all testable subject area exams; however, the 9th grade ELA scores only decreased by two points.

Describe the actions or changes that led to the improvement in this area.

The teachers at Gateway High School benefited from productive PLC meetings. Teachers had the opportunity to collaborate and share different strategies to help meet the needs of our diverse learners. During these PLC meetings, teachers would review student assessment data to identify their areas of strength and weakness. Students who needed additional support received intensive support from our academic tutors. Students also benefited from accessing the Khan Academy digital learning platform. This resource allowed teachers to personalize their students' learning.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 45% | 56% | 56% | 42% | 50% | 52% |
| ELA Learning Gains | 48% | 54% | 53% | 42% | 42% | 46% |
| ELA Lowest 25th Percentile | 34% | 47% | 44% | 28% | 33% | 38% |
| Math Achievement | 31% | 39% | 51% | 34% | 42% | 43% |
| Math Learning Gains | 36% | 40% | 48% | 33% | 40% | 39% |
| Math Lowest 25th Percentile | 43% | 46% | 45% | 28% | 36% | 38% |
| Science Achievement | 72% | 67% | 67% | 78% | 69% | 65% |
| Social Studies Achievement | 66% | 70% | 71% | 65% | 66% | 69% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|-----------|-----------|-----------|-----------|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 108 (128) | 114 (184) | 147 (182) | 196 (382) | 565 (876) |
| One or more suspensions | 101 (36) | 57 (75) | 72 (48) | 41 (50) | 271 (209) |
| Course failure in ELA or Math | 4 (5) | 4 (53) | 0 (49) | 0 (47) | 8 (154) |
| Level 1 on statewide assessment | 175 (188) | 206 (258) | 165 (297) | 98 (252) | 644 (995) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2018 | 42% | 47% | -5% | 53% | -11% |
| | 2017 | 44% | 48% | -4% | 52% | -8% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2018 | 41% | 49% | -8% | 53% | -12% |
| | 2017 | 39% | 47% | -8% | 50% | -11% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 71% | 68% | 3% | 65% | 6% |
| 2017 | 75% | 69% | 6% | 63% | 12% |
| Compare | | -4% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2017 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 64% | 61% | 3% | 68% | -4% |
| 2017 | 69% | 63% | 6% | 67% | 2% |
| Compare | | -5% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 25% | 52% | -27% | 62% | -37% |
| 2017 | 33% | 46% | -13% | 60% | -27% |
| Compare | | -8% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 31% | 39% | -8% | 56% | -25% |
| 2017 | 40% | 43% | -3% | 53% | -13% |
| Compare | | -9% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 14 | 31 | 24 | 14 | 35 | 45 | 42 | 31 | | 73 | 10 |
| ELL | 11 | 37 | 32 | 17 | 36 | 47 | 51 | 45 | | 69 | 45 |
| ASN | 81 | 62 | | 75 | 67 | | | 94 | | 95 | 89 |
| BLK | 45 | 53 | 43 | 31 | 28 | 32 | 74 | 70 | | 89 | 46 |
| HSP | 43 | 47 | 34 | 30 | 37 | 44 | 71 | 63 | | 85 | 56 |
| MUL | 63 | 56 | | 25 | 33 | | | 60 | | 100 | 64 |
| WHT | 54 | 52 | 26 | 37 | 35 | 43 | 78 | 75 | | 86 | 45 |
| FRL | 39 | 44 | 34 | 27 | 36 | 42 | 68 | 62 | | 86 | 53 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 9 | 28 | 29 | 10 | 35 | 40 | 38 | 30 | | 81 | 16 |
| ELL | 7 | 30 | 34 | 21 | 39 | 39 | 47 | 43 | | 63 | 33 |
| AMI | | | | 27 | | | | | | | |
| ASN | 83 | 68 | | 78 | 78 | | 83 | 92 | | 95 | 81 |
| BLK | 48 | 52 | 44 | 43 | 54 | 53 | 79 | 73 | | 78 | 41 |
| HSP | 38 | 40 | 37 | 36 | 45 | 43 | 70 | 65 | | 85 | 42 |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| MUL | 64 | 73 | | 41 | 34 | | 73 | 77 | | 100 | 70 |
| WHT | 56 | 48 | 32 | 55 | 57 | 33 | 85 | 75 | | 100 | 68 |
| FRL | 38 | 39 | 32 | 36 | 47 | 44 | 69 | 61 | | 84 | 44 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------|---|
| Title | Ensure high levels of learning for all students in literacy (SDOC Strategy 1A). |
| Rationale | A school literacy plan is needed at Gateway High School (GHS) to address the varied literacy needs of our students. Over the past several years, there has been a noticeable decline in reading and writing assessment scores, and there are achievement gaps among the sub-populations of students. It is imperative that GHS develop a comprehensive plan of action that will address the literacy needs of our students. |
| Intended Outcome | The main objective of this goal is to increase our student achievement scores. - ELA proficiency scores will increase by 5%. - ELA achievement scores will increase by 3% in all subgroups. - ELA teachers will receive additional classroom support from their executive interns. |
| Point Person | Felicidad Strickland (felicidad.strickland@osceolaschools.net) |
| Action Step | |

| | |
|--------------------|--|
| Description | <p>The leadership team will meet on a consistent basis to discuss our students' common assessment data. The ELL task force will provide an in-depth analysis of how the ELL population is performing academically. The academic coach will lead staff in achieving literacy goals outlined in our school improvement plan. School-based administrators will monitor teachers lesson plans to ensure that rigorous standards-based instruction is being provided in all of our ELA classes. The leadership team will also be placing executive interns in our Intensive Reading and the Language Arts classes in order to provide intensive support to our bottom 25% population. The literacy coach will be conducting classroom walkthroughs. The classroom walkthrough offers a powerful tool for instructional coaches to gather information for the purposes of coaching, tiering teachers, and needed job-embedded professional development opportunities.</p> <p>Gateway High School Literacy Plan</p> <p>A. ELA and Reading teachers are given curriculum maps from the district office which is composed of pacing guide, suggested resources list and/or link, focus target standards that need enhancements and/or mastery, and other related academic ideas for their assigned courses.</p> <p>B. As part of the district initiatives, each grade level uses different tools to assist students in reaching their goals: ELA 9th to 12th Grade use OSP (Official SAT Practice) through Khan Academy website; Reading 9th and 10th Grade use Achieve3000; and Reading 11th and 12th Grade use OSP (Official SAT Practice) through Khan Academy website.</p> <p>C. Reading classes use the rotation framework model in order to be able to differentiate instructions according to student needs.</p> |
| | <p>Action Steps 1:</p> <p>A. OSP Ambassador Projects</p> <ol style="list-style-type: none"> 1. SAT Crash Course: This is offered every Mondays of the week after-school from 2:30 to 3:30 pm. A particular selected eligible student does the teaching with other interested students who are desiring to have better SAT scores. <p>B. Literacy Coach</p> <ol style="list-style-type: none"> 1. Supporting teachers who need help in OSP log-ins and linking to CollegeBoard 2. Collaborating with teachers who need help in writing their learning scales. 3. Collecting and tracking data for district initiatives such as OSP/ Khan usage and Achieve3000 <p>Actions Step 2: Professional learning opportunities will be provided for all staff in the use of effective ELL and differentiated instructional strategies on a monthly basis.</p> |

Action Step 3: All teachers will participate in bi-weekly PLC meetings for the purpose of looking at individual student work samples, weekly assessments, and benchmark testing etc. to determine achievement levels of all students collectively assigned to them and analyze instructional strategies that prove to be effective in increasing student achievement.

Action Step 4: Professional development sessions will be offered every month at Gateway High School. Teachers will have the opportunity to participate in professional development that focuses on improving standards-based instructional in ELA classrooms. The instructional coach will help facilitate these meetings to help ensure that GHS students needs are being addressed.

Person Responsible Georgette Paul-Zin (georgette.paulszin@osceolaschools.net)

Plan to Monitor Effectiveness

School-based administrators will monitor the impact of the literacy plan at Gateway High School to ensure that teachers are addressing the needs of their respective students. Instructional Coaches will maintain logs of their activities on campus so that the leadership can review and discuss their instructional support effectiveness during the monthly StockTake meeting. Gateway High School MTSS team will be tracking our struggling students' data via FOCUS. They will host weekly admin meetings to discuss these students progress and provide recommendations on how to address their academic concerns.

I. Using Common Assessment Results

ELA and reading teachers are using the results of the common assessment created by the school district. Teachers discuss and collaborate among themselves through their PLC time. The common assessment is given to students every 4 to 4.5 week. Based on the result, teachers plan accordingly and do re-teaching as needed.

Description

II. Achieve3000

This initiative has a built-in progress monitoring piece for individual students. Students should do their best to get at least 75% out of the 100% for the first try in order for the activity to contribute to his/her leveling-up and at least complete four activities similarly per month.

III.

- School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.
- Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
- Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in the Area of Focus through the School Stocktake Model.

Person Responsible Felicidad Strickland (felicidad.strickland@osceolaschools.net)

| Activity #2 | |
|-------------------------|---|
| Title | Ensure high levels of mathematics achievement for all students (SDOC Strategy 1B). |
| Rationale | The administrative team at Gateway High School believes that mathematical problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work with authentic situations and approach problem-solving in various ways. To achieve this, students need a variety of strategies and tools at their disposal to be successful in the classroom. Math achievement scores remain an area of focus for Gateway High School. In reviewing our assessment data, math proficiency scores have decreased dramatically over the past three years. In particular, we have seen steep declines in Algebra 1 and Geometry proficiency scores. Our records indicate that a challenge lies in improving the achievement levels for our subgroup population in the following areas: Math achievement, and Math Learning Gains Lower 25%. Gateway High School needs a plan that will help our students deepen their level of understanding of Florida state standards. |
| Intended Outcome | Our primary objective is to improve our math student achievement scores by 3% by the end of the 2018 - 2019 school year. We will also expect to increase our subgroup data by 5% in the following sections: Math Achievement, Math Learning Gains and Math Learning Gains Lower 25%. We will also demonstrate at least 10% growth in this year's PERT achievement score over last year's. |
| Point Person | Steve Louis-Jean (steve.louisjean@osceolaschools.net) |
| Action Step | |
| Description | <p>The math coach will provide data from all math PLCs, formative and summative assessments. We will use this information to identify and track students who need additional academic support. Students will have access to the after-school tutoring program where they will receive intensive support on various standards. As mentioned in our Parent and Family Engagement Plan (PFEP), parents will be trained in some capacity to assist with students' academic achievement. In addition, Gateway High School will be using Title I and SAI funding to offer the following remediation services:</p> <ul style="list-style-type: none"> - Saturday Tutoring - SAT Prep Camp - IMPACT Lab (Credit Recovery) - After School Tutoring - PERT Remediation Sessions |
| | <p>Our aim is to also increase the learning both inside and outside the classroom. This involves the utilization of new resources for students to use at home and out of the classroom to re-mediate learning gaps. We will also track math achievement with common assessments and common grading procedures in order to create a more universal approach to identifying areas of improvement across classrooms. Teachers who are identified as needing support to achieve this will receive coaching and modeling from the math department coach.</p> <p>In order to ensure that students are given clear and precise instructions, it becomes necessary to align instruction with standards. Standards-based instruction helps guide the planning, implementation, and assessment of student learning. The administrative team will be closely monitoring their math teacher's lesson plans and instruction to ensure that instructors are fully preparing the students for their end of year exams.</p> <p>Action Step 1: The math coach will conduct classroom walkthroughs to identify teachers</p> |

who need additional instructional support. Low performing teachers will go through the instructional coaching cycle to help strengthen their instructional skill set.

Schedule: Weekly

Action Step 2: Low performing students will receive tutoring support in the morning and afternoon. These students will be allowed to retake assessments during the after-school program once they complete their prescribed remediation sessions.

Schedule: Weekly

Action Step 3: Gateway High School Leadership Team will develop an ELL task force to ensure the academic success of our ELL population. The ELL task force will be tasked with the following:

- Developing a clear instructional vision and high expectations for ELLs. Members of this group will outline specific goals for the ELL population and articulate these goals to all of our stakeholders.

- Ensure that resources generated by and allocated for English language learners are properly and effectively

expended to provide quality ELL instruction and services.

Schedule: Bi-weekly

Action Step 4: Professional Development will be held on how to unwrap the Florida State Standards. Staff will be engaged in data analysis for the purpose of driving student achievement. If teachers understand how to unwrap the standards, they will create instruction in accordance with the state standards. This process will help teachers deepen their level of understanding of Florida state standards which will lead to rigorous standards-based lessons. Professional Developments will be host every month during teachers planning periods.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

Plan to Monitor Effectiveness

The math instructional coach will review all assessment data and share that data with each teacher during their PLC meetings.

Description Teachers will also discuss common assessments in PLC's to share best practice and innovative ways to reach the students. The math coach will check in with PLC's to monitor effectiveness as well as implementation of these strategies. The math coach will also share ways to track student progress through additional resources and class assessment strategies. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Person Responsible Jeremiah Swartz (jeremiah.swartz@osceolaschools.net)

| Activity #3 | |
|-------------------------|--|
| Title | Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E). |
| Rationale | Gateway High School Leadership Team will focus on increasing teachers' collaborative professional learning and self-reflection. The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are placed into cooperative groups with the purpose of reviewing student data and discussing different strategies they can use to help students improve their performance in the classroom. This process will help reduce the achievement gap that is aligned with the following components: race, socioeconomic status, and gender. Improving the PLC process at GHS will ensure that our students acquire the knowledge and skills needed to becoming college and career ready. |
| Intended Outcome | <p>The ultimate goal of implementing PLC meetings at Gateway High School is for teachers to enhance the learning experiencing for their diverse learners. This process will allow teachers to make informed decisions about their students learning. Teachers will also use this opportunity to create rigorous standards-based assessments that will call on students' to demonstrate content mastery. The goal is to increase PLC attendance by 5% moving from 90% in 2017- 2018 to 95% in 2018 - 2019. The leadership would like for teachers to address the following questions after each PLC meeting:</p> <ul style="list-style-type: none"> - What do we want students to learn? - How will we know if they have learned it? - What do we do if they do not learn it? - What do we do if they do learn it? |
| Point Person | Georgette Paul-Zin (georgette.paulszin@osceolaschools.net) |
| Action Step | |
| Description | <p>Gateway High School leadership team will continue to place a strong emphasis on professional Learning communities (PLC) to help build teacher capacity and improve the learning experience for our diverse population. Building on the progress made during PLCs last year, we will look for opportunities to increase the level of teacher facilitation of PLCs through the use of agendas, norms, and protocols. The leadership will take the following steps to help improve the PLC experience at Gateway High School:</p> <p>Action Step 1: School's PLC teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Teachers will develop remediation resources to help support low-performing students. The leadership team will be participating in these meetings. The PLC leaders will be responsible for facilitating these meetings.</p> <p>Action Step 2: The leadership team will host regular professional developments to receive guidance in the following areas:</p> <ul style="list-style-type: none"> - Setting clear objectives that are focused on student learning. - Providing structure and guidance for PLC time. - Data analysis <p>Facilitators: Instructional Coaches Schedule: Monthly</p> |

Action Step 3 - Teachers will be using GradeCam to track and support struggling students. Teachers will use Gradecam data to improve their instruction. Teachers will receive frequent workshops on how to share and analyze the data to make a sound instructional decision about their students learning. The leadership team will be providing incentives for both teachers and students to encourage data tracking and student progression of scores. The instructional coaches are responsible for providing teachers with their data and this will occur on a weekly basis.

Person Responsible Georgette Paul-Zin (georgette.paulszin@osceolaschools.net)

Plan to Monitor Effectiveness

Description The administrative team will monitor the effectiveness of each subject area PLC. Each leader will review the PLC meeting agenda and notes to ensure that these meetings are meeting the needs of the school. Instructional coaches will participate in these PLC meetings in order to provide timely constructive feedback.
School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.
Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

| Activity #4 | |
|--------------------------------------|---|
| Title | Increase Learning Gains and Proficiency in Math and Science |
| Rationale | Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs. |
| Intended Outcome | Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%. |
| Point Person | Georgette Paul-Zin (georgette.paulszin@osceolaschools.net) |
| Action Step | |
| Description | -Students will be provided with targeted interventions that meet the needs of all students. |
| | -The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress. |
| | -Coaching support will be provided based on areas of focus to increase student achievement. |
| Person Responsible | Georgette Paul-Zin (georgette.paulszin@osceolaschools.net) |
| Plan to Monitor Effectiveness | |
| Description | -Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers. |
| | -Monitor data through formative, summative, and diagnostic assessments. |
| | -MTSS meetings will be held monthly to analyze data and their effectiveness of programs/intervention placement. |
| Person Responsible | Georgette Paul-Zin (georgette.paulszin@osceolaschools.net) |

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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.

In addition to meeting with mentee students on a regular basis, the leadership team meets at least one Thursday per month to identify additional needs of the student population.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

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| Total: | \$60,800.00 |
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