

School District of Osceola County, FL

Gateway High School



2019-20 Schoolwide Improvement Plan

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Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: James Long

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (49%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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 increasingly 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	Job Duties and Responsibilities
Long, James	Principal	Supervise and evaluate staff. Communicate with all stakeholders. Ensure safety and security of campus and all stakeholders. Manage budget and ordering of supplies/resources.
Laser, Sabine	Dean	Supervise discipline and referrals. Ensure safety of the school campus. Work with teachers to implement effective classroom discipline strategies. Supervise after-school activities. Supervise bus loading and unloading before and after school. Monitor and track data for PBIS and Restorative Practice.
Briggs, Shelly	Dean	Supervise discipline and referrals. Ensure safety of the school campus. Work with teachers to implement effective classroom discipline strategies. Supervise after-school activities. Supervise bus loading and unloading before and after school. Monitor and track data for PBIS and Restorative Practice. Perform duties as Lead Dean.
Bolivar, Christina	Attendance/ Social Work	The social worker helps clients handle everyday life problems. They often assist clients who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse.
Paul-Zin, Georgette	Assistant Principal	Responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.
Phillip, Omar	School Counselor	The role of guidance counselors in schools is to work with students and parents to help guide students' academic, behavioral and social growth. Individuals in this field work in high schools. Guidance Counselor Responsibilities Include: - Developing and implement an all-encompassing educational and counseling plan - Fostering equal opportunity practices and encourage students' association - Paying attention to cultural or societal differences in dealing with the students
Piper, Heather	Instructional Coach	The IB Coordinator shall provides leadership, administrative and supervisory skills for the educational development of students and staff, as well as to promote appropriate parent and community awareness. GENERAL DUTIES AND RESPONSIBILITIES • Coordinate and supervise all activities and programs related to the IB Program. • Contribute to school-wide leadership and planning as part of the leadership

Name	Title	Job Duties and Responsibilities
		<p>team.</p> <p>•Other duties as assigned by the Secondary Principal or Head of School.</p>
Louis-Jean, Steve	Assistant Principal	<p>Primary Purpose: Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> a. Assists in the establishment of goals and objectives for the school. b. Provides leadership in planning, implementing and evaluating instructional programs. c. Provides leadership in teaching techniques, innovation and class organization.
Ponzoa, Yvette	Assistant Principal	<p>Position is responsible for assisting the school principal in the planning, organization, administration, and management of an assigned secondary school.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> a. Manage computer services for the administration of the building: grading, academic history, GPA, master scheduling student information, and attendance as assigned by the building principal. b. f. Establishes and maintains the various extra-curricular and co-curricular activities which are sponsored by the high school; recruits and supervises the faculty advisor for each student activity; implements the rules governing the students participating in student activities; assists the principal in the planning for the baccalaureate and graduation; supervises extra co-curricular activities in the school at the direction of the principal
Graw-Gonzalez, Myrmarie	Instructional Coach	<p>Provides training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the district and school levels. The MTSS Coach assists in the implementation of an effective tiered instructional model.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> ~ Training and ongoing coaching to school leadership teams and teachers on the MTSS framework ~ Working to develop, implement, and sustain our MTSS framework ~ Reviewing and updating student codes of conduct

Name	Title	Job Duties and Responsibilities
		~ Supporting teachers in identifying student needs and providing appropriate interventions
Strickland, Felicidad	Instructional Coach	The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Swartz, Jeremiah	Instructional Coach	The Math Coach supports all staff he is assigned to in the implementation of the site mathematics plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional developments.
Whitbread, Gemma	Dean	<p>A high school dean of students is an education professional who is responsible for the academic progress of students. She promotes good attendance rates and ensures school safety and the prevention of campus violence.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> - PBIS Coordinator - SAC Coordinator - School Transportation Representative
Jacobson, Dana	Other	<p>The primary role of a College Counselor is to assist third- and fourth-year high school students with the preparation of necessary college entrance documentation and ensure that these students are meeting all requirements to enter a college upon graduating from high school.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> - Meet with seniors to develop a post secondary plan. - Help students complete their FAFSA form - Guide students and others in understanding and utilizing Naviance, the college admission data management system. Provide guidance and resources and teach tools to navigate the college search and application process. - Guide students and their parents/guardians through the college admissions and application process.
James, Travis	Other	<p>The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by a school or an institution. This includes the hiring of staff and coaches, ordering equipment for teams, promoting events, matches, and meets.</p> <p>Responsibilities:</p>

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Coordinates the 9-12 athletic program in collaboration with principals and coaches to ascertain programmatic needs on an annual basis, as well as prior to each season to insure consistency of program. 2. Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal. 3. Supervises and evaluates all coaches at the high school level.
Moore, Tangela	Teacher, K-12	<p>lan lessons in the subjects they teach, such as biology or history She teaches academic lessons and various skills that students will need to attend college and to enter the job market.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Assess students to evaluate their abilities, strengths, and weaknesses Teach students as an entire class or in small groups Grade students' assignments to monitor progress Communicate with parents about students' progress Work with individual students to challenge them, to improve their abilities, and to work on their weaknesses Prepare students for standardized tests required by the state Develop and enforce classroom rules
Cobb, Doris	Teacher, K-12	<p>She guides and assist students in their entire learning experience, including welcoming them to the class, creating a curriculum and presenting all class information.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Create projects designed to enhance lectures. Read and stay abreast of current topics in computer science. Create lesson plans. Utilize various curriculum resources.
Mehta, Nahida	Other	<p>Coordinates and supervises implementation and administration of GHS testing programs.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Adhere to all state policy regarding the reporting of security breaches and/or infractions • Assure the security of all secure testing documents • Adhere to all established timelines • Assure the accurate completion of all testing documents
Nunez, Jasmin	Instructional Media	<p>POSITION PURPOSE: To provide the leadership and expertise required to ensure that GHS library media program is aligned with the mission, goals, and objectives of the school and is an integral component of the school's instructional program.</p> <p>Experience with instruction on information and technology literacy skills, including the research</p>

Name	Title	Job Duties and Responsibilities
		process <ul style="list-style-type: none"> • Experience in evaluating and selecting print and digital resources • Expertise in basic technology, including computer operation, productivity software, and basic network knowledge • Communication skills, including the ability to proactively collaborate with students and staff • Knowledge of instructional methods, strategies, and pedagogy

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	451	490	473	611	2025
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	54	75	70	244	443
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	5	4	1	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	15	1	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	142	114	85	28	369

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	33	35	17	28	113

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	26	37	39	54	156	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)

105

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	57%	56%	43%	57%	53%
ELA Learning Gains	50%	48%	51%	44%	47%	49%
ELA Lowest 25th Percentile	30%	43%	42%	37%	41%	41%
Math Achievement	34%	46%	51%	40%	44%	49%
Math Learning Gains	38%	41%	48%	48%	42%	44%
Math Lowest 25th Percentile	35%	46%	45%	43%	38%	39%
Science Achievement	71%	69%	68%	73%	71%	65%
Social Studies Achievement	76%	70%	73%	69%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	451 (0)	490 (0)	473 (0)	611 (0)	2025 (0)
Attendance below 90 percent	54 (108)	75 (114)	70 (147)	244 (196)	443 (565)
One or more suspensions	1 (101)	5 (57)	4 (72)	1 (41)	11 (271)
Course failure in ELA or Math	15 (4)	1 (4)	0 (0)	0 (0)	16 (8)
Level 1 on statewide assessment	142 (175)	114 (206)	85 (165)	28 (98)	369 (644)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	47%	47%	0%	55%	-8%
	2018	42%	47%	-5%	53%	-11%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	47%	47%	0%	53%	-6%
	2018	41%	49%	-8%	53%	-12%
Same Grade Comparison		6%				
Cohort Comparison		5%				

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
2019	69%	62%	7%	67%	2%
2018	71%	68%	3%	65%	6%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	62%	10%	70%	2%
2018	64%	61%	3%	68%	-4%
Compare		8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	49%	-23%	61%	-35%
2018	25%	52%	-27%	62%	-37%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	44%	-11%	57%	-24%
2018	31%	39%	-8%	56%	-25%
Compare		2%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	28	20	24	37	39	42	49		90	13
ELL	15	37	29	16	33	36	44	48		79	44
ASN	82	63		75	64			89		95	84
BLK	51	52	27	45	46		74	76		97	59
HSP	47	48	31	30	35	33	68	73		91	48
MUL	73	69		50						100	59
WHT	61	56		40	45		86	90		91	58
FRL	43	46	27	30	36	38	68	71		91	50
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

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
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	578
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

We noticed that our Biology proficiency scores decreased by 3%; the score went from 74% to 71%. The leadership team believes the root cause of this decrease was mainly due to the district-wide progression change in Science courses. Incoming ninth-graders were required to take Biology their first year of high school without having the rudimentary skills to be successful in these classes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Lowest 25 Math category saw an 8% decline from the year before; the score went from 43% to 35%. Based on empirical evidence, teachers and their support staff rarely strategically planned their lessons together that addressed their students' unique individual needs. For the most part, teachers did not differentiate their instruction to help this sub-group meet the challenges of their classrooms.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In terms of a performance gap, the state assessment data revealed that a significant chasm exists between the state and Gateway High School in the Geometry category. The state average is hovering at 38%, and GHS is 26%. There are many reasons why this disparity exists. In particular, Gateway High School's math department experienced issues with the following: retirements, resignations, and reduction in force during the first half of the school year. As a result, the leadership team had to modify the math department roster to remedy these concerns. However, this disruption to the learning environment negatively impacted our students' performance in the Geometry classrooms since many of the teachers in this content area did not have a full year to support these students.

Which data component showed the most improvement? What new actions did your school take in this area?

The World History department saw the highest increase in their state assessment achievement scores over the past two years; the proficiency scores went from 64% to 73%. This success can be attributed to the teachers strategically planning during their PLC meetings. The teachers meticulously planned their lessons using the test item specifications that allowed them to create a standards-based lesson that matched the rigor level of their state assessment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The leadership team is extremely concerned with the results of the Level 1 on the statewide assessment indicator section. This section highlights the fact that roughly 18% of GHS student population is not performing at grade level. It is important to note that the root of this issue is due to the high truancy level at GHS. These students are losing valuable instruction time, which is impacting their achievement scores. This concern also adversely affect the attendance below 90 percent category.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students
3. Ensure high Levels of science achievement for all students
4. Ensure a schoolwide post secondary culture for all students
5. 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).

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. We plan to increase our Science proficiency and learning gain scores by 3% in all subgroups. 2. ELA, Math scores will increase by 5% in all subgroups. 3. Social Studies proficiency scores will increase by 3% in all subgroups. 4. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. 5. Science proficiency will increase by 3% in all sub groups
Person responsible for monitoring outcome	Sabine Laser (sabine.laser@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>The PLC process empowers educators to make important decisions and encourages their creativity and innovation in the pursuit of improving student and adult learning. Teachers working in teams have primary responsibility for analyzing evidence of student learning and developing strategies for improvement.</p>
Rationale for Evidence-based Strategy	<p>The constant search for a better way to improve results by helping more students learn at higher levels leads to a cyclical process in which educators in a PLC:</p> <ul style="list-style-type: none"> - Gather evidence of current levels of student learning - Develop strategies and ideas to build on strengths and address weaknesses in that learning - Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together. - The team uses evidence of student learning to inform and improve the individual and collective practice of its members.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schools PLC's 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 as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3. Collaborative teaming professional development will be conducted throughout the year to

build shared knowledge of PLC processes.

4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Professional development will be conducted to train staff on the School City platform.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

7. District formative assessments will be given every four and a half weeks in all accountability areas.

8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

9. The assistant principals at Gateway High School review PLC meeting minutes and lesson plans to ensure that teachers are address student needs.

10. The ESE compliance officer will provide teachers with their students most current IEP plans. She will also

provide strategies that teachers can use in their classroom to help meet these students needs.

Person

Responsible

Sabine Laser (sabine.laser@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	Math achievement scores remain an area of focus for Gateway High School. In reviewing our assessment data, math proficiency scores have seen a slight increases in the following testable areas: Algebra 1 and Geometry. However, our records indicate that the following sub groups require additional support in order to increase their proficiency scores: SWD, ELL, Black. These sub-groups are struggling to makes gains in the following areas: Math achievement, and Math Learning Gains Lower 25%.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Increase our Algebra 1 proficiency scores by 3%. 2. Increase our Geometry proficiency scores by 3%. 3. Increase our Math learning gains scores by 5% in all subgroups. 4. Increase Math Learning gains L25% by 5 in all subgroups.
Person responsible for monitoring outcome	Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)
Evidence-based Strategy	Incorporating standards-based instruction is an effective method that will help teachers develop rigorous lessons that are cognitively demanding and at the correct depth of knowledge level that students will need to pass their state assessment. Standards-based instruction helps guide the planning, implementation, and evaluation of student learning.
Rationale for Evidence-based Strategy	The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students.
Action Step	
Description	<ol style="list-style-type: none"> 1. The principal and assistant principal (s) will conduct weekly observations to ensure that teachers are address students' academic needs. 2. The ELL task force will meet monthly with the leadership team to discuss data trends for their subgroup. 3. Teachers will receive monthly training on how to unpack state standards. 4. School Stocktake will take place monthly to report progress to the principal on the Area of Focus. 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 6. The ESE compliance officer will provide teachers with their students' most current IEP plans. She will also provide strategies that teachers can use in their classrooms to help meet these students' needs. 7. The instructional coach will meet with the math teachers every week to discuss their formative and summative assessment data.
Person Responsible	Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

#3	
Title	Ensure high levels of learning for all students in literacy.
Rationale	Historically data shows that our ELA scores have routinely been far below the state average. During the past three years, Gateway High school has been nine points below the state average and only increased their proficiency scores by three points over this period. In 2019, 53% of the students who took the ELA state assessment failed to reach a level of proficiency.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Increase 10th grade overall proficiency scores by 3%. 2. Increase 9th grade overall proficiency scores by 3%. 3. Increase ELA L25% learning gain scores by 3% in all subgroups. 4 Increase ELA LG scores by 3% in all subgroups.
Person responsible for monitoring outcome	Felicidad Strickland (felicidad.strickland1@osceolaschools.net)
Evidence-based Strategy	Differentiated Instruction is a student-centered approach that requires a great deal of planning to create engaging and rigorous standards-based activities. It is the process of identifying students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.
Rationale for Evidence-based Strategy	Gateway High school low achieving students need additional support in the classroom to reach a level of proficiency. Unfortunately, many of these students lack the required skills necessary to be successful in their reading. Incorporating differentiated instruction in the classroom will allow teachers to tailor their lessons to meet the needs of their diverse learners. Differentiated Instruction (DI) is a unique approach to teaching students whose skill sets vary in a classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Principal and assistant principal (s) will conduct daily walkthroughs of PLC meeting to ensure that instructors' are planning their lessons that are aligned to correct rigor level. 2. The ELL task force will meet monthly with the leadership team to discuss data trends for their subgroup. 3. The reading coach will help teachers develop differentiated lessons that are tailored to their students needs. This will occur on a weekly basis. 3. The instructional coaches will host bi-weekly workshops on various reading strategies that teachers can use for their struggling students. 4. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 6. The reading coach will monitor students Khan Academy usages and share that information during our Stocktake meetings. 7. The ESE compliance officer will work with the reading coach to identify those students who need additional support in the classroom. They will help the teacher design a lesson that will help their students deepen their understanding of the content.

Person Responsible	Felicidad Strickland (felicidad.strickland1@osceolaschools.net)
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#4	
Title	Ensure a school-wide post secondary culture for all students
Rationale	Students at Gateway High School are struggling to identify post-secondary careers that meet their individual needs. School records show that a low number of students are matriculating into a four-year university even when their GPA and SAT scores were well above the admission requirements. In 2019, less than 93% of our senior class had developed a post-secondary plan.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Increase the number of seniors who have finalized their post-secondary plan by 15%. 2. Increase the number of seniors who have completed their financial aid form by 15%. 3. Increase the number of seniors who have confirmed appointments with the college in career coach by 20%. 4. Increase SAT scores by 10% in all subgroups. 5. Increase senior Naviance usage rate of by 15% in all subgroups.
Person responsible for monitoring outcome	Dana Jacobson (dana.jacobson@osceolaschools.net)
Evidence-based Strategy	<p>Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes, and connecting learning to life. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers. Naviance provides test preparation solutions for ACT, ACT WorkKeys, SAT, and AP tests. Naviance Test Prep provides proven, game-based courses that help students to perform their best on test day.</p>
Rationale for Evidence-based Strategy	<p>The leadership team at Gateway High school is extremely concerned with the graduation rate and the academic success for high school students overall. The current graduation rate for Gateway High School is 89%, and many of these students struggle to find success after high school. Based on empirical evidence, of those students who completed a post-secondary plan, less than half of the students matriculated into a 2 yr or 4 yr college/ university. Many students are not exposed to various options that are available to help assist with the transition process. Naviance effectively meshes together academic and personal navigational tools that will help you find that perfect college. This aspect of Naviance allows the student to explore various colleges by narrowing their colleges down through major, area, size, gender, diversity, price, much more.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 2. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. 3. The assistant principal(s) will monitor the efficacy of the plans that are created for upperclassmen. The college and career coach will discuss the data during the weekly leadership meetings. 4. The guidance department will be available in the cafeteria during lunch A and B to meet with students who have post secondary concerns. 5. The college and career coach will develop a plan to have 100% of our senior class complete their financial aid form. The assistant principal will monitor these results on a weekly basis and share his

or her finds during
the weekly admin meetings.

6. The ELL Task force will work and support the MTSS coach to ensure that these students
are on track to

graduate. The ELL task force lead will provide update during our monthly Stocktake
meetings.

7. The ESE team will help monitor and track their subgroup progress toward complete their
post-secondary plan and results will be presented during the monthly stock take meetings.

Person

Responsible

Dana Jacobson (dana.jacobson@osceolaschools.net)

#5	
Title	Ensure high Levels of science achievement for all students
Rationale	The leadership team is concerned about improving our science achievement scores. State data indicates that science achievement scores saw a slight decrease. In particular, Biology proficiency scores decreased by 3%, and ELL science achievement scores decreased by 7%. Biology is a high school graduation requirement, where the Biology I EOC assessment constitutes 30 percent of the student's final course grade.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Increase our Biology proficiency scores by 3%. 2. Increase science achievement scores by 3%. 3. Increase science achievement scores by 3% in all subgroups.
Person responsible for monitoring outcome	Sabine Laser (sabine.laser@osceolaschools.net)
Evidence-based Strategy	Teachers will incorporate data-driven instruction into their daily routines to help remedy this concern. Data-driven instruction involves gathering together a database of information about the students in each classroom and using that information to improve the quality of teaching in the classroom.
Rationale for Evidence-based Strategy	Data-Driven Instruction is a highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need. Our goal is to enhance the curriculum of each class using data-based decision making, data analysis in class, including students in their own data analysis, use of science labs, and encouraging science supports for all curriculum. In short, teachers will use data to make informed decisions about their students' learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. The principal and assistant principal (s) will conduct weekly informal observations to ensure that teachers are address students' academic needs. 2. The ELL task force will meet monthly with the leadership team to discuss data trends for their subgroup. 3. Teachers will receive monthly training on how to unpack state standards. 4. School Stocktake will take place monthly to report progress to the principal on the Area of Focus. 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 6. The ESE compliance officer will provide teachers with their students' most current IEP plans. She will also provide strategies that teachers can use in their classrooms to help meet these students' needs. 7. The instructional coach will conduct weekly data chat meeting with his science teachers.
Person Responsible	Sabine Laser (sabine.laser@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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

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 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.

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$0.00
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0601 - Gateway High School	School Improvement Funds		\$10,000.00
3	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	100-Salaries	0601 - Gateway High School	School Improvement Funds		\$10,000.00
4	III.A.	Areas of Focus: Ensure a school-wide post secondary culture for all students				\$0.00
5	III.A.	Areas of Focus: Ensure high Levels of science achievement for all students				\$0.00
Total:						\$20,000.00