Silver Pines Academy K 12 Learning Center

2020-21 Schoolwide Improvement Plan

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Silver Pines Academy K 12 Learning Center

1906 MATTERHORN ROAD, Orlando, FL 32818

https://gateway.ocps.net/

Demographics

Principal: Agustin Damers   Start Date for this Principal: 6/27/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Orange 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	Yes	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year	2015-16	2012-13
Grade	I	

School Board Approval

This plan is pending approval by the Orange 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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Scott, Elaine	Principal	Job Goal: To lead and manage the total school operation to include it's human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior and all students learning. Leadership and Management of Curriculum and Instruction, Behavior Modification • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-through on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, Faculty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate and enforce district and state directives, policies and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee development, implementation and supervision a school-wide behavior modification program. • Lead implementation and revisions of the school wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office Staff. • Attend mandatory district meetings. • Collect, analyze, interpret and share data relating to student academic and behavioral performance and staff development needs for continuous improvement. Management of School Operations • Manage all operations and functions consistent with district policies and procedures. • Interview and hire all qualified staff. • Provide resources (personnel, materials, equipment, space and etc.) to support the program of studies and the program of activities.

Name	Title	Job Duties and Responsibilities
		• Assign all staff duties and responsibilities. • Approve extended leave requests. • Design and implement campus supervision plan. • Develop, implement and manage a property control system. • Manage school budget and supervise the spending of school funds. • Supervise front office personnel and operations. • Oversee attendance and registration. • Supervise intercom usage (Coordinate, facilitate and supervise school wide announcements). • Supervise SRO and uniformed security officers and safety procedures. ? Supervise the lunch program. • Approve all field trips and school assemblies/activities. • Visit all areas of the school including classrooms regularly. • Assist with morning and afternoon announcements. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.) • Perform other duties as assigned by Senior Executive Director, ESE
Smith, Inga	Assistant Principal	Job Goal: To assist the principal, as directed, in managing the school and it's human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior and all students learning. • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, Media Specialist, and Triage Coach). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher's lesson plans and provide feedback. • Manage absences and substitutes for assigned staff. • Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report and meeting schedules for the Staffing Specialist.

Name	Title	Job Duties and Responsibilities
		• Facilitate the development of the School Improvement Plan, School Safety Plan, Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT, Reading Coach, and Triage Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Facilitate grounds maintenance (repairs, cleanliness and beautification). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • ACFI Fire Inspection Reports and Corrections. • Serve as alternate contact for Stanley Security. • Facilitate an end of school year checklist for teachers. • Interpret, communicate and follow State Statue, School Board Policies, and Gateway Policies and Procedures. • Keep Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.) • Submit monthly administrative logs. • Perform other duties as assigned by the principal.
Dawkins, Barbara	Instructional Coach	Dr. Dawkins currently serves as the Reading Coach and oversees the Reading and high school English Department (iReady Reading, Reading Plus, Writing Plan). • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation). • Responsible for providing professional development in assessment in literary

Name	Title	Job Duties and Responsibilities
		strategies and scientifically research-based intervention through workshops, coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/trainings offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/trainings as deemed appropriate with administration, teachers, testing coordinators, and CRT's. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable on feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans. • Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Johnson, Courtney	Other	Mrs. Johnson currently serves as the Behavior Specialist and PE/SEL Coach and oversees the Physical Education and Social Emotional Learning Department. Attend educational planning meetings as requested and provide consultation. Review student cumulative record, IEPs, FBAs, and other available records including documentation provided by classroom teacher to assist with the development of BIPs. Monitor student behavior through classroom observations, documents, and develop plans for repetitive behavior exhibited by students. Develop FBA based on student records and classroom observations. • Collaborate with Student Support Team and Certified Behavior Analyst (CBA)

Name	Title	Job Duties and Responsibilities
		to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. • Define and publish the meaning of each positive behavior support programs and incentives. • Provide positive interventions for all students. • Implement school wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support of the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Gillies, Marlene	Dean	Dr. Gillies currently serves as Dean and Math/Science Coach and oversees the Math and Science Department. • Collect, analyze, interpret and disseminate data relating to student behavior/ conduct • Attend and coordinate discipline meeting • Collaborate with Student Support Team to analyze student behaviors and plans • Review Student Code of Conduct • Implement classroom and school-wide rules, norms and behaviors • Coordinate and conduct Restorative Justice sessions • Coordinate and participate in Student and Parent Conferences

Name	Title	Job Duties and Responsibilities
		• Maintain Parent/Student Discipline log • Process Discipline referrals • Meet and greet students as they arrive on campus • Provide student incentives for use throughout campus • Develop supervision and duty schedules for program assistants • Provide SAFE referrals for bullying/harassment, substance abuse and awareness • Collaborate with colleagues regarding strategies to improve student behaviors • Collaborate with multidisciplinary Team • Meet with and provide students with strategies to develop positive peer relationships • Maintain leadership folder • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Beller, James	Other	Mr. Beller currently serves as a Licensed Mental Health Counselor and oversees the Mental Health and Social Work Department (Baker Act Re-entry, Threat Assessments, SW Interns) • Partners in Education Coordinators. • Provide IEP Based Counseling o Provide counseling services as required by individual student IEPs. o Maintain documentation of counseling services. o Coordinated IEP based counseling services with other staff as needed. • Crisis Counseling o Crisis Counseling will be provided as needed for students who may be experiencing an emotional crisis. • Risk Assessment o Risk Assessments will be provided on an as needed basis. o Counselors will coordinate with the School Resource Officer and SAFE Coordinator as needed for students that may need to be Baker Acted. • In-school based counseling referrals o In-school based counseling referrals will be generated by the school Behavior Specialist as need and forward to the School SAFE coordinator for review. o The School SAFE coordinator will speak with the student and If needed will forward the referral to the counseling office. o The students will be provided short term counseling. o If the situation requires additional counseling services the student will be forward to the SAFE coordinator for referral to a Sednet provider. • Mental Health Training

Name	Title	Job Duties and Responsibilities
		o Mental Health Trainings for School Staff will be provided on Wednesdays or as requested and when time permits. o Coordinate and train UCF Interns. • Collaboration with multidisciplinary team o School Mental Health Counselors will participate in weekly PLC groups. • District Meetings o Attend district meetings when able. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes).
Hooks, Erica	Instructional Coach	Ms. Hooks currently serves as the Curriculum Resources Teacher and oversees the Social Studies Department. • Monitor lesson plans and ensure that the state and district content standards are the foundation of instruction on all lesson plans and within the classrooms. • Monitor and assist teachers with the development of daily, weekly, and unit lesson plans and provide actionable feedback on lesson plans. • Monitor and assist teachers with assessing problem areas in curriculum and instruction and with finding and implementing appropriate solutions. • Monitor instructional practices through actual classroom visitations and weekly create monitoring logs. • Maintain a weekly coaching cycle log. • Work with teachers to assist them with their Common Board Configurations, and monitor and assist with deconstructing the standards. • Work with classroom teachers to develop specific strategies for implementing district and school-based approved technology into the instructional program, and monitor the effectiveness of this integration. • Provide on-site assistance for teachers to create different forms of learning and teaching with the help of technology, and monitor the teachers to ensure that the forms of different learning are being integrated. • Improve student learning by showing teachers the application and best practices of new technology tools, and model the utilization of these technology tools (SmartBoard) and resources. • Assist teachers with the usage of Canvas.

Name	Title	Job Duties and Responsibilities
		• Assist teachers with the development, implementation and monitoring of Deliberate Practice Plans. • Manage all instructional equipment and maintain a database of materials checked-out by teachers. • Serve as the English Language Learner (ELL) coordinator. • Serve as the in-service coordinator. • Serve as the testing coordinator. • Submit monthly Administrative Logs via SharePoint. • Work collaboratively and communicate effectively with administrators, teachers and other school staff as well as district level curriculum staff. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Nowling, Angela	Other	Mrs. Nowling currently serves as the Behavior Specialist and oversees PCM State Reporting. • Review student cumulative record, IEPs, FBAs, and other available records including documentation provided by classroom teacher to assist with the development of BIPs. • Monitor student behavior through classroom observations, documents, and develop plans for repetitive behavior exhibited by students. • Develop FBA based on student records and classroom observations. • Collaborate with Student Support Team and when applicable with district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. • Define and publish the meaning of each positive behavior support programs and incentives. • Provide positive interventions for all students. • Implement school wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support of the student. • Oversee and support the writing and implementation of all student BIPs.

Name	Title	Job Duties and Responsibilities
		• Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Brown, Ranita	Dean	Mrs. Brown currently serves as the Administrative Dean and Triage Coach and oversees the middle school Language Arts Department (Intensive ELA and Triage) • Process all level 3 and 4 referrals and all in school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsiveness. • Schedule discipline related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with assigned collaborative team.

Name	Title	Job Duties and Responsibilities
		• Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Scalera, Christine	School Counselor	Mrs. Scalera serves as the Guidance Counselor and Transition Coordinator. Transition: • Serve as a mentor for all active transition students. • Work with students who have transitioned to their home schools on behavior and anger management, coping skills, and anything else that would affect their adjustment to the new environment. • Monitor transition student while at home school • Maintain visitation and consultation logs Guidance and Counseling: • Active part of the School Threat Assessment team required for SB7026 • Completes all school data and reports required by OCPS and SB7026 • To conduct individual and small group counseling for academic and SEL • To disaggregate, analyze state and district assessment • Provide CTE options • Support Transition services • Monitor grade/transcript accuracy • Meet quarterly with students and parents for monitoring grades • Provide assistance with course identification for master schedule • To know, implement and participate in individual/family/school crisis intervention • To conduct professional development to school staff as needed in regards to school counseling. • To provide academic support, including organizational, study and test-taking skills. • To participate and provide consultation for student placement (this include grade level and scheduling placement). • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Conduct individual and group counseling sessions • To teach students goal setting land decision-making skills. • To provide students career awareness, exploration and planning.

Name	Title	Job Duties and Responsibilities
		• To help students understand themselves and others. • To assist students in peer relationships, coping strategies and the use of effective social skills. • To give students appropriate communication skills, problem-solving techniques and conflict resolution strategies. • To provide bullying awareness, substance abuse and character education. • To help students with their own individual student planning. • To collaborate with the following stakeholders about these specific topics: For Parents: Parent Education Communication/Networking Academic Planning College/Career Awareness Programs One-on-one Parent Conferencing Interpretation of Assessment Results For Teachers: Classroom Guidance Activities (including bullying awareness, abuse, self-control, growth mindsets) Academic Support At-Risk Student Identification and Early Warning Indicators Plus Interventions to Provide Student Success For Administrators: School Climate Behavioral Management Plans

Demographic Information

Principal start date
Saturday 6/27/2020, Agustin Damers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
36

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	22	8	5	0	7	10	7	59
Attendance below 90 percent	0	0	0	0	0	0	19	5	4	0	4	5	5	42
One or more suspensions	0	0	0	0	0	0	15	6	2	0	4	6	5	38
Course failure in ELA	0	0	0	0	0	0	15	7	3	0	5	5	5	40
Course failure in Math	0	0	0	0	0	0	18	7	2	0	4	3	3	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	13	5	5	0	2	6	6	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	14	4	3	0	2	0	2	25

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	21	7	5	0	6	7	6	52

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/29/2020

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	
Number of students enrolled	0	0	0	0	0	0	15	14	5	12	10	4	5	65
Attendance below 90 percent	0	0	0	0	0	0	13	15	4	10	10	5	7	64
One or more suspensions	0	0	0	0	0	0	12	11	4	6	5	3	2	43
Course failure in ELA or Math	0	0	0	0	0	0	15	16	4	10	9	5	3	62
Level 1 on statewide assessment	0	0	0	0	0	0	10	11	4	9	8	4	4	50

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	15	16	5	10	11	6	5	68

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	9	6	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	8	4	1	0	1	0	0	14

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	
Number of students enrolled	0	0	0	0	0	0	15	14	5	12	10	4	5	65
Attendance below 90 percent	0	0	0	0	0	0	13	15	4	10	10	5	7	64
One or more suspensions	0	0	0	0	0	0	12	11	4	6	5	3	2	43
Course failure in ELA or Math	0	0	0	0	0	0	15	16	4	10	9	5	3	62
Level 1 on statewide assessment	0	0	0	0	0	0	10	11	4	9	8	4	4	50

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	15	16	5	10	11	6	5	68

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	9	6	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	8	4	1	0	1	0	0	14

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	0%	62%	61%	0%	67%	57%
ELA Learning Gains	0%	60%	59%	0%	62%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	53%	51%
Math Achievement	0%	61%	62%	0%	62%	58%
Math Learning Gains	0%	60%	59%	0%	59%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	55%	53%
Social Studies Achievement	0%	74%	78%	0%	81%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	52%	-52%	54%	-54%
	2018	0%	48%	-48%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	8%	48%	-40%	52%	-44%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2019	0%	54%	-54%	56%	-56%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	9%	52%	-43%	55%	-46%
	2018	0%	50%	-50%	53%	-53%
Same Grade Comparison		9%				
Cohort Comparison		9%				
10	2019	0%	50%	-50%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	43%	-43%	55%	-55%
	2018	0%	35%	-35%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	49%	-49%	54%	-54%
	2018	0%	51%	-51%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	32%	-32%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	49%	-49%	48%	-48%
	2018	0%	49%	-49%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	67%	-67%	67%	-67%
2018	0%	62%	-62%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	18%	66%	-48%	71%	-53%
2018	0%	66%	-66%	71%	-71%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		18%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	0%	65%	-65%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	61%	-61%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	65%	-65%	56%	-56%
Compare		0%			

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	7	27		6	43			30			
BLK	6	25									
FRL	4	33			36						
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
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

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)	CS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	105
Total Components for the Federal Index	5
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

The below data analysis is based on the 2019 FSA data. The 2020 FSA was cancelled due to COVID-19; therefore, no scores are available and the analysis is based on 2019.

Learning Gains (2018-2019)

ELA Learning Gains: 28 (2017-2018) 36 (2018-2019)
Math Learning Gains: 22 (2017-2018) 37 (2018-2019)
Total Points Earned: 50 (2017-2018) 73 (2017-2018)

Percentage of Total Possible Points: 25% (Unsatisfactory) 37% (Maintaining)
Percent Tested: 86% (2017-2018) 93% (2018-2019)

Looking at the learning gains from the the 2018-2019 school year, the ELA learning gains showed the

lowest performance. A major contributing factor that year which led to the low performance was having a reading vacancy from January 2019 until June 2019. The students were not exposed to proper instruction during that time. However, during the 2020-2021 school year, Gateway will continue with the Triage Plan which will include intensive courses (math, reading and language arts) for middle school students.

Additionally, there were three student subgroups below 41% proficiency. Those subgroups were Black/African American 16%), economically disadvantaged (18%), and students with disabilities (23%).

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

The below data analysis is based on the 2019 discipline data. School was closed due to COVID-19; therefore, completed data is not available and the analysis is based on 2019.

The data component that showed the greatest decline from the prior year was the discipline data. The data shows that the positive behaviors for increase declined. During the 2017-2018 school year, there where approximately 288 Level 3 referrals written. During the 2018-2019 school year, this number increased to 628 Level 3 referrals. The numbers reflected represent an Increase in fights and sexual harassment, and multiple offenses occurred by 10 of our top tier behavior students. Discipline data for the 2019-2020 school year has not been included in this currently SIP due to school (brick and mortar) abruptly ending on March 23, 2020.

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.

The below data analysis is based on the 2019 FSA data. The 2020 FSA was cancelled due to COVID-19; therefore, no scores are available and the analysis is based on 2019.

Achievement by Grade Level - % of Students Achieving Level 3, 4, or 5

Gateway's 7th grade FSA ELA data was compared to the learning community and district. The data revealed that 7.7% of Gateway's 7th grade achieved Level 3, 4, or 5 on the FSA ELA as compared to the district's 48.2%. This created a 40.5% achievement gap. As stated previously, the factor that contributed to this achievement gap was a reading vacancy from January 2019 until June 2019. This directly affected instruction that was being delivered to this subgroup of students.

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

The below data analysis is based on the 2019 FSA data. The 2020 FSA was cancelled due to COVID-19; therefore, no scores are available and the analysis is based on 2019.

Learning Gains (2018-2019)

ELA Learning Gains: 28 (2017-2018) 36 (2018-2019)
Math Learning Gains: 22 (2017-2018) 37 (2018-2019)
Total Points Earned: 50 (2017-2018) 73 (2017-2018)

Percentage of Total Possible Points: 25% (Unsatisfactory) 37% (Maintaining)
Percent Tested: 86% (2017-2018) 93% (2018-2019)

Looking at the learning gains from the the 2018-2019 school year, the Math learning gains showed

the greatest improvements. The learning gains can be attributed to the Instructional Expectations listed below:

● PLC (Academic)
○ Ongoing review of Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category.
○ Focused group discussions (using authentic student work and data) to determine strategies and shared ideas geared towards student academic improvement and expectations for performance.

● Common Planning Time
○ Grade level planning using district and state provided resources to plan rigorous standards-based lessons.
○ Scaffolding and differentiating activities planned for implementation.

● Instructional Expectations
○ Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
○ Individualized Lesson Plans outlining support for differentiated instruction.
○ Whole Group Instruction-strategy taught with fidelity using standards based grade level materials.
○ Rotation Models within Math and Science classes (Teacher led groups, technology and independent).
○ Rotation Groups: Push-in/pull-outs supported by MTSS Coach, ESE Facilitator, teachers, and tutors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Gateway has actually identified three potential areas of concern:

1) The number of students retained two or more times.
2) The number of Level 1 students on the FSA ELA.
3) The student subgroups below 41% proficiency (Black/African America -16%; economically disadvantaged -18%; and students with disabilities -23%).

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

Gateway's Leadership Team collectively believe that their top priority for the 2020-2021 school year is the student's social and emotional needs. The entire fourth nine weeks of school was cancelled due to COVID-19 which left many of our students without face-to-face instruction, counseling services and social work services. Many students were also without nutritious daily meals. This will and could eventually lead to a traumatic stressful situation for many of our students and their families. With the team acknowledging this concerns, we have ranked our highest priorities for school improvement for the upcoming school year. The rankings are identified below:

1. Increase the services offered to students in response to their social and emotional needs.
2. Increase student achievement and learning gains in ELA and Math on the FSA.
3. Improve student attendance rate.
4. Decrease Level 3 discipline referrals.
5. An increase need for behavior and mental health services.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Looking at the learning gains from the the 2018-2019 school year, the ELA learning gains showed the lowest performance. A major contributing factor that led to the low performance was having a reading vacancy from January 2019 until June 2019. Then during the 2019-2020 school year, this position was filled with a teacher that did not effectively perform.The students were not exposed to proper instruction during this time. This is also an area where the three student subgroups of students with disabilities, Black/African American and economically disadvantaged which are below the 41% threshold will be emphasized for growth.
Measurable Outcome:	Gateway will increase our School Improvement Rating from 37% to 50% for a commendable rating during the 2020-2021 school year.
Person responsible for monitoring outcome:	Inga Smith (inga.smith@ocps.net)
Evidence-based Strategy:	Data Analysis Assessments 1. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC created assessments, iReady, Reading Plus). 2. Utilization of district created CRMs, Mini-Academies, PMA and PLC-created assessments to monitor student learning. 3. Quarterly data chats with teachers (API with teachers), and students (teachers with students) regarding performance and progress required for success. 4. PLC data chats after Instructional Rounds. 5. Teachers will collaborate and review specific student data for MTSS support. PLC (Academic) 1. Ongoing review of ELA, Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category. 2. Combined ELA and Reading PLC for standards review and identified targets for lesson planning. Common Planning Time 1. Grade level planning using district and state provided resources to plan rigorous standards-based lessons. 2. Scaffolding and differentiating activities planned for implementation.
Rationale for Evidence-based Strategy:	The rationale for choosing the above-mentioned evidence-based strategy is centered around assessment driving instruction. The criteria used for making this determination was derived from the 2018-2019 FSA and EOC scores. Due to the cancellation of the 2020 FSA assessment, the 2018-2019 FSA scores will be used.

Action Steps to Implement

The Action Steps that Gateway will use to implement and monitor the curriculum plan will include:

1. Weekly classroom observations for best practice conducted by API, Instructional Coaches (CRT, Reading and MTSS).
2. Provide data points for teachers.
3. Provide PD for teachers on how to retrieve and utilize data.
4. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline

data), CRMs, PMAs, PLC created assessments, iReady, Reading Plus, Khan Academy).
5. Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
6. Individualized Lesson Plans outlining support for differentiated instruction.

Person Responsible	Inga Smith (inga.smith@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	There were three student subgroups below 41% proficiency. Those subgroups are Black/ African American 16%), economically disadvantaged (18%), and students with disabilities (23%). Students in these subgroups have a tendency to struggle with learning and achieving in schools. Without some type of social and emotional learning in place, these identified students will continue to fall further behind. Many of these students are also experiencing some form of adverse childhood experiences (ACE) and this coupled with their lack of SEL coping strategies puts them at a further disadvantage. Social-emotional learning teaches young students how to cope with everyday disappointments as well as the deep cuts of trauma. A national survey of 12 to 17-year-olds revealed that: 39% reported witnessing violence 17% reported physical assault 8% of that age group experienced lifetime sexual assault
Measurable Outcome:	The outcome that the school wishes to achieve is to teach transferable SEL skills to students and reduce the number of subgroups performing below proficiency.
Person responsible for monitoring outcome:	Inga Smith (inga.smith@ocps.net)
Evidence-based Strategy:	The evidence-based strategy that is being implemented for this area of focus is the Collaborative for Academic, Social, and Emotional Learning (CASEL). We will also incorporate school-wide Trauma-Sensitive training.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is because of the dynamics of the students at Gateway. The school is 100% ESE and every student on campus has a Behavior Intervention Plan. Every student on campus suffers from some form of ACE/Trauma coupled with some form of behavior and/or mental health disability.

Action Steps to Implement

1. School-wide Social Emotional Learning implementation
2. Every student on campus will continue to take a year long SEL course.
3. For the 2020 school year, Gateway will broaden their SEL to include parents.

Person Responsible	Inga Smith (inga.smith@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Improve student attendance rate.

Student Attendance/Mobility - Gateway's Attendance Social Worker will track attendance and make home visits in order to locate students to encourage them to attend school.

2. Decrease Level 3 discipline referrals.

Student Behaviors - Gateway's Dean will work with teachers regarding "power struggles" and to build relationships with students in order to reduce classroom behaviors. Restorative Justice will also be utilized to help reduce the number of discipline referrals that are written.

3. An increase need for behavior and mental health services.

● Behavior and Emotional Support Team (BEST)
Senate Bill 7026 (Marjorie Stoneman Douglass Public Safety Act) requires that all students be provided with a behavioral and emotional support team and/or access to Social Workers, Mental Health Counselors, SAFE Coordinators and/or Guidance Counselors. Gateway provides each student with a behavioral and emotional support team member to address the mental health issues and social emotional deficits.

● PLC (Behavior and Mental Health)
Ongoing review of behavior (strategies) and discipline (referrals) data, mental health counseling strategies/techniques.

Weekly Behavior and Mental Health PLC participation with API support (see below charts). These meetings are designed to address current and pressing issues that students are displaying. This is an opportunity for teachers and the behavior and mental health support team to sit down and talk about any changes in student's behaviors and/or mental health status, along with offer strategies to support the students.

● Student Support Services Meeting

Weekly Student Support Services meetings are held as focused group discussions (using Threat Assessment, Baker Act, Bullying/Harassment, Discipline and Restorative Justice data) to determine strategies, resources, counseling and shared ideas geared towards student's social emotional learning (SEL) improvement and expectations for increased positive behavior.

● Mental Health Counseling
Student will receive 40 minutes per week of IEP Counseling to address any Social and Emotional Learning deficits. Counseling will be provided by the Licensed Mental Health Counselor, Social Worker and Guidance Counselor.

● Behavior Specialist
On-site Behavior Specialist will provide social emotional and behavioral support to all students before major problems arise.

Continuously review students Behavior Intervention Plans (BIPs) and Functional Behavior Assessments (FBAs) to ensure targeted behaviors goals are being met.

Collaboration with school-based and district support staff to determine if behavior supports should be increased or decreased to ensure academic and behavioral success for all students.

Coach, mentor, and support all faculty and staff with behavior strategies to best meet the behavioral needs' of students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gateway School works toward building positive relationships with families through ongoing teacher parent contacts, Open House, IEP meetings, SAC meetings, and ongoing school wide events such as the annual Spelling Bee and student recognition ceremonies. Parents are informed of upcoming events via mail, newsletters, progressbook and telephone. Letters regarding testing dates and protocol are mailed to parents/guardian, in English or native language.

For the 2020-2021 school year, Gateway will practice social distancing and begin to offer various parent workshops that will assist parents with strategies for adjusting to their students with various diagnosis such as ODD, EBD and ASD.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0591 - Silver Pines Academy K 12 Learning Center	General Fund		$12,500.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
					Total:	$14,500.00