

School District of Osceola County, FL

# Gateway High School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	73%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>79%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>89%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

To enhance the students' academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and 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, position title, and job duties/responsibilities 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.
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.
Piper, Heather	Instructional Coach	<p>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.</p> <p><b>GENERAL DUTIES AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>• Coordinate and supervise all activities and programs related to the IB Program.</li> <li>• Contribute to school-wide leadership and planning as part of the leadership team.</li> <li>• Other duties as assigned by the Secondary Principal or Head of School.</li> </ul>
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> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>



Name	Title	Job Duties and Responsibilities
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"> <li>-Training and ongoing coaching to school leadership teams and teachers on the MTSS framework</li> <li>-Working to develop, implement, and sustain our MTSS framework</li> <li>-Reviewing and updating student codes of conduct</li> <li>-Supporting teachers in identifying student needs and providing appropriate interventions</li> </ul>
Swartz, Jeremiah	Instructional Coach	<p>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.</p>
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"> <li>- PBIS Coordinator</li> <li>- SAC Coordinator</li> <li>- School Transportation Representative</li> </ul>
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"> <li>- Meet with seniors to develop a post secondary plan.</li> <li>- Help students complete their FAFSA form</li> <li>- 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.</li> <li>- Guide students and their parents/guardians through the college admissions and application process.</li> </ul>

Name	Title	Job Duties and Responsibilities
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> <ol style="list-style-type: none"> <li>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.</li> <li>2. Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal.</li> <li>3. Supervises and evaluates all coaches at the high school level.</li> </ol>
Mehta, Nahida	Other	<p>Coordinates and supervises implementation and administration of GHS testing programs.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> <li>•Adhere to all state policy regarding the reporting of security breaches and/or infractions</li> <li>•Assure the security of all secure testing documents</li> <li>•Adhere to all established timelines</li> <li>•Assure the accurate completion of all testing documents</li> </ul>
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 process</p> <ul style="list-style-type: none"> <li>• Experience in evaluating and selecting print and digital resources</li> <li>• Expertise in basic technology, including computer operation, productivity software, and basic network knowledge</li> <li>• Communication skills, including the ability to proactively collaborate with students and staff</li> <li>• Knowledge of instructional methods, strategies, and pedagogy</li> </ul>
Harris, Demetrik	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> <ol style="list-style-type: none"> <li>a. Assists in the establishment of goals and objectives for the school.</li> <li>b. Provides leadership in planning, implementing and evaluating instructional</li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>programs.                      c. Provides leadership in teaching techniques, innovation and class organization.</p>
Razack, Shaleeza	Instructional Coach	<p>The Science and PLC Coach supports all staff she is assigned to in the implementation of the site science 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. She also will assist PLC teams in creating norms, goals and creating strategies to improve instruction and learning through analyzing assessment data.</p>
Leonard, Sherry	Dean	<p>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 attendance and truancy.</p>
Ezzair, Karima	Instructional Coach	<p>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.</p>

**Demographic Information**

**Principal start date**

Tuesday 7/16/2019, James Long

**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.*

1

**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.*

22

**Total number of teacher positions allocated to the school**

99

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>High School 9-12</p>

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<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	489	424	382	395	1690
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	43	26	30	40	139
One or more suspensions	0	0	0	0	0	0	0	0	0	0	46	65	66	46	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	44	34	37	117
Course failure in Math	0	0	0	0	0	0	0	0	0	0	13	59	33	25	130
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	114	107	107	91	419
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	109	74	73	59	315

**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	0	101	100	95	78	374

**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	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	6	8	6	28

**Date this data was collected or last updated**

Saturday 8/15/2020

**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	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	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	

**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	0	0	0	451	490	473	611	2025
Attendance below 90 percent	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	1	5	4	1	11
Course failure in ELA or Math	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	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	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	8	6	8	6	28

**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	
	(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
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
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%	0

**English Language Learners**

Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	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	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

## 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?**

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. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** The 2018-2019 data shows ELA proficiency at 47%. Gateway High school is eight 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.

**Measurable Outcome:**

1. Increase 9th grade overall proficiency scores by 3%.
2. Increase 10th 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:** Karima Ezzair (karima.ezzair@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:** High school students in the lowest 25 percent of their class are 20 times more likely to drop out of school than excellent and proficient learners (Carnevale, 2001).

#### Action Steps to Implement

1. Principal and assistant principal(s) will conduct weekly walk-throughs of PLC meeting to ensure that instructors' are planning lessons that are aligned to correct rigor level.
2. The ELL staff will meet monthly with the leadership team to discuss data trends for subgroup.
3. The reading coach will help teachers develop differentiated lessons that are tailored to their students needs on a weekly basis.
3. Instructional coaches will host bi-weekly workshops on various reading strategies that teachers can use for their struggling students.
4. School Stocktake 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 work with the reading coach to identify students who need additional support in the classroom. They will help the teacher design lesson(s) that will help students deepen their understanding of the content.

**Person Responsible** Karima Ezzair (karima.ezzair@osceolaschools.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** The 2018-2019 data shows that Gateway is lagging in Math Achievement, Learning Gains, and the Lowest 25% compared to the district and state average. The following sub groups require additional support in order to increase their proficiency scores: SWD, ELL, Black, Hispanic.

**Measurable Outcome:**

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:** A standards-based approach to instruction, assessment, and reporting provides a more student-centered environment where children create their knowledge rather than simply absorb it (Richmond, 2014a). This environment creates a more motivating learning experience where students are in control of their own learning (Weimer, 2012).

**Action Steps to Implement**

1. The principal and assistant principal (s) will conduct weekly observations to ensure that teachers are addressing students' academic needs.
2. The ELL staff 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. Instructional Practice specifically relating to Science****Area of****Focus**

The data indicates that Biology achievement scores saw a slight decrease but still remained higher than the district and state average. In particular, Biology proficiency scores decreased by 3%, and ELL science achievement scores decreased by 7%.

**Description and****Rationale:****Measurable****Outcome:**

1. Increase science achievement scores by 3%.
2. Increase science achievement scores by 3% in all subgroups.

**Person****responsible****for****monitoring****outcome:**

Shaleeza Razack (shaleeza.razack@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:**

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

When it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

**Action Steps to Implement**

1. The principal and assistant principal (s) will conduct weekly informal observations to ensure that teachers are addressing 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**

Shaleeza Razack (shaleeza.razack@osceolaschools.net)



**#4. Other specifically relating to Schoolwide Post Secondary Culture for all Students**

**Area of Focus Description and 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 enrolling into a four-year university even when their GPA and SAT scores were well above the admission requirements. 77% of the senior class developed a post-secondary plan in 2020.

**Measurable Outcome:**

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 10%.
4. Increase SAT scores by 10% in all subgroups.
5. Get seniors interacting with Xello since it is a new program this year.

**Person responsible for monitoring outcome:** Dana Jacobson (dana.jacobson@osceolaschools.net)

**Evidence-based Strategy:** Xello 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. Xello allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers. It provides test preparation solutions for ACT, ACT WorkKeys, SAT, and AP tests. Xello Test Prep provides proven, game-based courses that help students to perform their best on test day.

**Rationale for Evidence-based Strategy:** Research suggests that post-secondary planning is important for students to understand and discuss as it prepares them for life after they finish high school. The United States continues to undergo rapid and far-reaching changes economically and socially, which results in a changing workplace. These changes are requiring higher levels of achievement and preparation for the emerging workforce. As a result, the students of today will require an education that provides them with academic, career, technical, guidance, and dispositions to be career ready once students graduate from high school (Gysbers, 2013).

**Action Steps to Implement**

1. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
2. 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.
3. The college and career coach will develop a plan to have 100% of our senior class complete their financial aid form.
4. The guidance counselors will be available during lunch to meet with students who have post secondary concerns.
5. 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 Stocktake meetings.
6. The ESE team will help monitor and track their subgroup progress toward complete their post-secondary plan and results will provide update during Stocktake meetings.

**Person Responsible** Dana Jacobson (dana.jacobson@osceolaschools.net)

**#5. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus Description and Rationale:** Professional Learning Communities impact student achievement if they are not consistent with delivering the curriculum in each subject area. The data shows that throughout the year, PLC's are not operating continuously at a high level on the Seven Stages Rubric and formative assessment data.

**Measurable Outcome:**

1. We plan to increase our Science proficiency and learning gain scores by 3% in all subgroups.
2. ELA and 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 by May 2021.

**Person responsible for monitoring outcome:** Shaleeza Razack (shaleeza.razack@osceolaschools.net)

**Evidence-based Strategy:** Research states PLCs entail all staff involvement in a process of intensive reflection about instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to constantly learn from one another via shared visioning and planning. It provides for a in-depth examination of what does and doesn't work to increase student achievement.

**Rationale for Evidence-based Strategy:** Dufour and Eaker (1998) state that "The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities" (p. xi).

**Action Steps to Implement**

1. PLC's will meet monthly during early release and on two individual planning periods a month to assess, analyze, reflect and revise plans on course progression of individual student's needs as a team.
2. Principal and assistant principal(s) will conduct walkthroughs of PLC's to ensure they are progressing through the Seven Stages Rubric of being effective.
3. School City will be used by each PLC team for assessing, analyzing, reflecting and revising plans for progression of individual student's needs.
4. Mentoring will be conducted for teams who are struggling.
5. District formative assessments will be given every four and a half weeks in all accountability areas.
6. Assistant Principals will review PLC meeting minutes and lesson plans to ensure that teachers are addressing student needs.
7. The RCS will provide teachers with students current IEP plans and strategies that teachers can use to help meet these needs.

**Person Responsible:** Shaleeza Razack (shaleeza.razack@osceolaschools.net)



**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** The 2018-2019 ESSA data showed that Gateway had two subgroups below the Federal Index level of 41%. Looking at the data from state, this had an affect on student achievement and proficiency. The school is in TS&I status.

**Measurable Outcome:** Increase the subgroups SWD-36% and ELL 39% to 41% in the 2020-2021 school year.

**Person responsible for monitoring outcome:** Karima Ezzair (karima.ezzair@osceolaschools.net)

**Evidence-based Strategy:** Teachers will scaffold and differentiate instruction in diverse classrooms creating challenging learning experiences for all students. Teachers will plan engaging and rigorous standards-based activities that allows all students to reach their goals.

**Rationale for Evidence-based Strategy:** Students learn in a wide variety of ways, influenced by our culture, our gender, and how our individual brains are wired. (Delpit, 1995; Gardner, 1983; Heath, 1983; Sternberg, 1985; Sullivan, 1993)

**Action Steps to Implement**

1. PLC teams will meet weekly during early release and/or on common planning periods to focus on development of standardized lesson plans and common assessments.
2. Principal and assistant principal (s) will conduct walk-troughs of PLC meetings to ensure that instructors' are planning their lessons that are aligned to correct rigor level.
3. The instructional coaches will support and work in conjunction with PLC teams.
4. Teachers will attend professional development that focuses instructional strategies that scaffold content for SWD and ELL subgroups
5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
6. The RCS and ESOL compliance specialist will ensure that there is support in the classroom. They will work with the ELL and ESE support in all courses by providing instructional strategies and professional development to teachers.
7. Students will have targeted Tier Interventions (1,2, and 3).

**Person Responsible** Myrmarie Graw-Gonzalez (myrmarie.grawgonzalez@osceolaschools.net)

**#7. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	The culture of the school plays a vital role in being a safe environment and relationships between staff and students. A positive climate helps foster an environment where students can develop social, emotional and educational skills to be successful in life.
<b>Measurable Outcome:</b>	2019-2020 SEL Climate Survey showed a 37% of students answered favorable for school belonging. Increased students since of belonging by 10% in the 2020-2021 school year.
<b>Person responsible for monitoring outcome:</b>	Christina Bolivar (christina.bolivar@osceolaschools.net)
<b>Evidence-based Strategy:</b>	It is important to meet students individual needs. All students don't learn the same so we have to be flexible with the diverse learning styles.
<b>Rationale for Evidence-based Strategy:</b>	Social and emotional learning (SEL) is the process through which children and adults understand and. manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain. positive relationships, and make. responsible decisions (Casel 2020).

**Action Steps to Implement**

1. The leadership team will review behavior data for subgroups and develop inventions as needed.
2. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual values and interests.
3. Teacher will provide an environment of belonging.
4. Teachers will consider student's shared decision-making throughout the process.
5. Teachers will use hands-on, experiential, and project-based activities.
6. Teacher will integrate SEL strategies into their curriculum.
7. School will develop structures, relationships, and learning opportunities that support students' Social-Emotional Development.

**Person Responsible** Christina Bolivar (christina.bolivar@osceolaschools.net)

**Additional Schoolwide Improvement Priorities**

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

N/A

**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 High school strives to involve all stakeholders in the planning, review, and improvement of the school, Title I programs, and our Parent & Family Engagement Plan. Stakeholders 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 meetings to guide the writing of the plan.

The master schedule is created for teachers to have common planning. This allows for instructors to desegregate data together to put a plan in place for student progress. The leadership team seeks feedback from teachers in order to allow for opportunities to assume leadership roles. PLC groups meet weekly to plan and dive deep into student data to find patterns that will help increase student achievement. Teachers are provided training, resources as needed and support from the administration team. Discipline data is another data resource that is reviewed frequently to discuss what is working and what may need to be changed. We look to implement evidence-based solutions with discipline (such as restorative practice and positive behavioral supports) and provide ongoing training and feedback to teachers.

To support student transition from middle school to high, school counselors visit feeder schools prior to the end of the school year. During the visit, the guidance counselor(s) shares information about course offerings, school clubs/sports, and expectations for students as they transition to ninth grade. High schools also have a College & Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Xello software is used to give students the opportunity to explore career options and interests.

Students who exhibit indicators that they are struggling in multiple areas are provided a mentor to meet with on a regular basis. The leadership team meets at least once per month to identify additional needs of the student population. Title I funds may be used to support extended learning and remediation materials and/or professional development and academic coaches. 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. 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.

The culture of the school plays a vital role in being a safe environment and relationships between staff and students. A positive climate helps foster an environment where students can develop social, emotional and educational skills to be successful in life. Teachers are provided training in order to meet the needs of social-emotional skills and culturally competent communication.

**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.	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	100-Salaries	0601 - Gateway High School	School Improvement Funds		\$10,000.00
2	III.A.	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	100-Salaries	0601 - Gateway High School	School Improvement Funds		\$10,000.00
3	III.A.	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
4	III.A.	<b>Areas of Focus: Other: Schoolwide Post Secondary Culture for all Students</b>				<b>\$0.00</b>
5	III.A.	<b>Areas of Focus: Instructional Practice: Professional Learning Communities</b>				<b>\$0.00</b>
6	III.A.	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
7	III.A.	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$20,000.00</b>