

School District of Osceola County, FL

Gateway High School



2022-23 Schoolwide Improvement Plan

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Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: James Long

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: C (53%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

Inspiring all learners to reach their highest potential as responsible, productive citizens.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position 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. SAC Coordinator and Monitor and track data for PBIS and Restorative Practice. Perform duties as Lead Dean.
Azza Patel, Savita	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.
Ponzoa, Yvette	Assistant Principal	<p>Position is responsible for assisting the school principal in the planning, organization, administration, and management of an assigned secondary school.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> a. Manage computer services for the administration of the building: grading, academic history, GPA, master scheduling student information, and attendance as assigned by the building principal. b. f. Establishes and maintains the various extra-curricular and co-curricular activities which are sponsored by the high school; recruits and supervises the faculty advisor for each student activity; implements the rules governing the students participating in student activities; assists the principal in the planning for the baccalaureate and graduation; supervises extra co-curricular activities in the school at the direction of the principal
Graw-Gonzalez, Myrmarie	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 as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.</p>

Name	Position Title	Job Duties and Responsibilities
Swartz, Jeremiah	Math Coach	The Math Coach supports all staff he is assigned to in the implementation of the site mathematics plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional developments.
Whitbread, Gemma	Dean	<p>A high school dean of students is an education professional who is responsible for the academic progress of students. She promotes good attendance rates and ensures school safety and the prevention of campus violence.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> - PBIS Coordinator - New Teacher Coordinator - School Transportation Representative
Jacobson, Dana	Other	<p>The primary role of a College Counselor is to assist third- and fourth-year high school students with the preparation of necessary college entrance documentation and ensure that these students are meeting all requirements to enter a college upon graduating from high school.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> - Meet with seniors to develop a post secondary plan. - Help students complete their FAFSA form - Guide students and others in understanding and utilizing Naviance, the college admission data management system. Provide guidance and resources and teach tools to navigate the college search and application process. - Guide students and their parents/guardians through the college admissions and application process.
James, Travis	Other	<p>The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by a school or an institution. This includes the hiring of staff and coaches, ordering equipment for teams, promoting events, matches, and meets.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Coordinates the 9-12 athletic program in collaboration with principals and coaches to ascertain programmatic needs on an annual basis, as well as prior to each season to insure consistency of program. 2. Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal. 3. Supervises and evaluates all coaches at the high school level.

Name	Position Title	Job Duties and Responsibilities
Mehta, Nahida	Other	<p>Coordinates and supervises implementation and administration of GHS testing programs.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> •Adhere to all state policy regarding the reporting of security breaches and/or infractions •Assure the security of all secure testing documents •Adhere to all established timelines •Assure the accurate completion of all testing documents
Nunez, Jasmin	Other	<p>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"> • Experience in evaluating and selecting print and digital resources • Expertise in basic technology, including computer operation, productivity software, and basic network knowledge • Communication skills, including the ability to proactively collaborate with students and staff • Knowledge of instructional methods, strategies, and pedagogy
Harris, Demetrik	Assistant Principal	<p>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"> a. Assists in the establishment of goals and objectives for the school. b. Provides leadership in planning, implementing and evaluating instructional programs. c. Provides leadership in teaching techniques, innovation and class organization.
Razack, Shaleeza	Science 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>
Ezzair, Karima	Reading Coach	<p>The Reading 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>

Name	Position Title	Job Duties and Responsibilities
Towers, Michelle	Instructional Coach	Responsible for MTSS and graduation.
Tensley, Mashonda	Dean	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.

Demographic Information

Principal start date

Tuesday 7/16/2019, James Long

Number of teachers with a 2022 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 2022 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.*

27

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,724

Identify the number of instructional staff who left the school during the 2021-22 school year.

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	424	445	395	400	1664	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	105	118	131	426	
One or more suspensions	0	0	0	0	0	0	0	0	0	67	68	61	32	228	
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	116	116	80	326	
Course failure in Math	0	0	0	0	0	0	0	0	0	18	87	82	63	250	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	116	102	81	384	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	153	91	73	423	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	77	126	138	113	454	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	6	25	34	
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	4	5	12	26	

Date this data was collected or last updated

Tuesday 9/13/2022

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	438	474	434	402	1748	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	184	175	151	614	
One or more suspensions	0	0	0	0	0	0	0	0	0	15	7	14	1	37	
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	108	119	73	316	
Course failure in Math	0	0	0	0	0	0	0	0	0	23	86	72	58	239	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	128	105	79	397	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	163	96	67	430	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	42	124	130	81	377

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	4	7	22	33	
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	6	6	11	29	

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	438	474	434	402	1748	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	184	175	151	614	
One or more suspensions	0	0	0	0	0	0	0	0	0	15	7	14	1	37	
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	108	119	73	316	
Course failure in Math	0	0	0	0	0	0	0	0	0	23	86	72	58	239	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	128	105	79	397	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	163	96	67	430	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	42	124	130	81	377

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	4	7	22	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	6	6	11	29

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	45%	51%				51%	57%	56%
ELA Learning Gains	48%						50%	48%	51%
ELA Lowest 25th Percentile	34%						30%	43%	42%
Math Achievement	37%	37%	38%				34%	46%	51%
Math Learning Gains	46%						38%	41%	48%
Math Lowest 25th Percentile	47%						35%	46%	45%
Science Achievement	57%	32%	40%				71%	69%	68%
Social Studies Achievement	59%	39%	48%				76%	70%	73%

Grade Level Data Review - State Assessments

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

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
2022					
2019	69%	62%	7%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	62%	10%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	49%	-23%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	44%	-11%	57%	-24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	32	19	18	27	35	21	17		81	21
ELL	21	38	32	26	39	45	39	43		81	42
ASN	78	50		64				60		100	83
BLK	44	49	42	33	39		58	57		94	59
HSP	41	46	34	36	47	46	55	57		87	54
MUL										80	
WHT	63	55	13	48	48		58	65		88	53
FRL	41	47	35	33	41	42	55	52		86	36
2021 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 2019-20	C & C Accel 2019-20
SWD	11	29	25	12	26	31	20	15		87	25
ELL	18	37	40	20	27	27	42	28		89	54

2021 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 2019-20	C & C Accel 2019-20
ASN	80	53						80		100	91
BLK	36	39	28	20	37	40	41	66		96	67
HSP	37	43	43	26	28	33	53	51		93	54
WHT	54	44	35	38	28		69	85		98	70
FRL	30	37	39	24	29	34	48	51		93	49
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	73
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	53
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	80
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	55
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Looking over the 2021-2022 data student achievement and learning gains increased across the board in all core content areas except for Social Studies, which remained the same. The lowest 25 in ELA saw a decrease by 6%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The Lowest 25 in ELA had a 6% decline from the year before; the score went from 40% to 34%. The ESE and ELL sub-groups showed improvement in all content areas but is still lagging compared to all other groups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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 didn't review their students data and differentiate their instruction to help these sub-groups meet the challenges of their classrooms.

Teachers and ESE support staff now have common planning so they can review assessments and data to address students individual needs. They will also attend PLC's together within the appropriate subject area.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math showed the highest increase in all areas; achievement went from 27% to 37%, learning gains went from 29% to 46%, and the lowest 25 went from 33% to 47%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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. The math department was intentional in creating relationships with parents and students. They took the time to call home to ensure parents were aware of their students performance and any resources that were available to help make them successful.

What strategies will need to be implemented in order to accelerate learning?

1. Leadership giving teachers specific feedback
2. Ensure high levels of learning for all students in literacy.
3. Ensure high levels of mathematics achievement for all students
4. Ensure high levels of science achievement for all students
5. Ensure high levels of learning and engagement for multiple subgroups
6. Ensure a schoolwide post secondary culture for all students

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administration and academic coaches will attend PLC meetings to assist and guide with strategic planning. Coaching cycles will be conducted by academic coaches to help improve instructional practices. Academic coaches and district level support will assist teachers with the implementation of CUPS, B.E.S.T standards, and WICOR strategies. All staff will participate in Youth Mental Health training.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The leadership team is extremely concerned with the results of the ESE and ELL students on the subgroup data review section. This section highlights the fact that not even 50% are 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-2022 ELA achievement was 45%, learning gains 48%, and lowest 25 was 34%. Gateway high school showed growth in all areas except for the Lowest 25. There was a 6% decrease in this area.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

1. Increase achievement scores by 5%
2. Increase learning gains scores by 5%
3. Increase lowest 25 scores by 6%
4. Increase learning gains scores by 5% in ELL and SWD subgroups

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Administration and Reading Coach will conduct routine classroom walkthroughs. Teachers will be observed and receive feedback at least once a month. The reading coach will ensure B.E.S.T. standards are being implemented in all classrooms. The reading coach will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous data using F.A.S.T. PLC's will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. The coach will monitor pacing and remediation of standards not mastered using reassessments.

Person responsible for monitoring outcome:

Karima Ezzair (karima.ezzair@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Scaffold student learning through the inclusion of WICOR strategies in lesson planning in order to provide evidence of student mastery as related to the learning objective and maximize student engagement and retention of content.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific**

In order to meet the needs of all students, all ELA teachers, the Academic coach, and administration personnel, need to ensure B.E.S.T Standards are taught with fidelity and rigor in every classroom and assessments and appropriate interventions are consistent with best practices and available resources, including differentiation of instruction in every classroom.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure that B.E.S.T standards are implemented with fidelity and rigor in all classrooms.

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

Professional development to help analyze data (F.A.S.T. and Achieve).

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

Ensure interventions/scaffolding for ELL and ESE subgroups.

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

Data chats which include teacher self reflection.

Person Responsible James Long (james.long@osceolaschools.net)

Implement WICOR charts in all classrooms.

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

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Algebra 1 and Geometry: The 2021-2022 data shows that Gateway made a significant increase in Math achievement, learning gains and lowest 25 compared to the previous year. The following sub groups require additional support in order to increase their proficiency scores: SWD, ELL, Black.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Algebra 1 achievement scores by 2%
Increase Geometry achievement scores by 3%
Increase ELL and ESE subgroup achievement scores by 2%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress will be monitored with common assessments data from NWEA and school based assessments. Administration and math coach will conduct routine classroom walkthroughs, common pacing calendars, create common assessments and reassessments aligned to the standards to promote standards-based learning. The math coach will also help facilitate PLCs. PLCs will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered.

Person

responsible for monitoring outcome:

Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use standards-based instruction to help students through making data-driven decisions based on mastery of standards for the Algebra 1 and Geometry EOC's. Common assessments will be used throughout the year to guide instruction and remediation for students to improve performance on state standards and benchmarks.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using standard aligned instruction, school based assessments, and NWEA data, will prepare students for end of year state assessment. Collaborative planning along with common pacing and grading provides a seamless experience for students who change schedules mid-year and provides uniformity to support students. Instructional coaching is utilized to support teachers to improve the efficacy of their instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on how to use NWEA data and ESE strategies.

Person Responsible Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

Provide teachers a list of their students data by sub-group

Person Responsible Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

The mathematics coach will meet with PLC leads for Algebra 1 and Geometry weekly to review progress toward achieving our goals of increasing student achievement, student learning gains, and the use of remediation and reassessment.

Person Responsible Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

Stocktake meetings will take place monthly to report progress toward the Area of Focus and school leaders will work to remove barriers that prevent achieving our goals associated to the Area of Focus.

Person Responsible Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)

#3. Instructional Practice specifically relating to Science**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-2022 data indicates that Biology achievement scores slightly increased from 54% to 57%. The following sub groups require additional support in order to increase their achievement scores: SWD and ELL.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the Biology EOC exam proficient score by 3% (57% to 60%).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and Science Coach will conduct routine classroom walkthroughs and create resources aligned to the tested benchmarks. The Science coach will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous data. PLC's will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. The coach will monitor pacing and remediation of standards not mastered using reassessments.

Person

responsible for monitoring outcome:

Shaleeza Razack (shaleeza.razack@osceolaschools.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use standards-based/data-driven instruction to help students be successful on the Biology EOC exam. Common assessment data will be used throughout the school year to guide/inform instruction by targeting low performing benchmarks and students.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to meet the needs of all students, standards based instruction and school based assessments, will prepare students for the Biology EOC. Collaborative planning along with common pacing and grading provides a seamless experience for students who change schedules mid-year and provides uniformity to support students. Instructional coaching is utilized to support teachers to improve the efficacy of their instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and Science coach will conduct regular classroom walkthroughs to ensure that teachers are addressing students' academic needs

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

Professional development for Science teachers implementing WICOR and CUPS.

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

Professional development to help analyze data

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

Ensure interventions/scaffolding for ELL and ESE subgroups.

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

Data chats which include teacher self reflection.

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

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Increase ELA and Math scores by 3% in all subgroups.
2. Increase Science achievement scores by 3% in all subgroups.
3. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric by May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and Instructional Coaches will attend PLC's weekly and conduct collaborative meetings pre-PLC with Team Leads. Data will be shared on PLC progress for each team. Collaborative teams will be monitored to make sure time is being used efficiently and to evaluate the PLC Teams level.

Person responsible for monitoring outcome:

Shaleeza Razack (shaleeza.razack@osceolaschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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).

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development on the Seven Stages Rubric

Person Responsible

Shaleeza Razack (shaleeza.razack@osceolaschools.net)

Professional Development to demonstrate effective PLC process and strategies.

Person Responsible

Shaleeza Razack (shaleeza.razack@osceolaschools.net)

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.

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

Administration and academic Coaches will mentor struggling PLC Teams.

Person Responsible [no one identified]

Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction to support focused engagement for all subgroups.

Person Responsible [no one identified]

#5. Positive Culture and Environment specifically relating to Social Emotional Learning**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student sense of belonging plays a vital role in how they feel valued in the school community. School plays a vital role being a safe environment with positive 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 academics and in life.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2021-2022 Panorama Survey showed that 27% of students answered favorable to Sense of Belonging to the school environment. This was a decrease by 4% from the previous year survey results. Increase students Sense of belonging by 5% in the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will conduct routine classroom walkthroughs and visit PLC's to provide support to staff. The team will be visible during class exchanges and lunch, making themselves available to staff and students. The 2022 Fall Panorama data will be studied frequently looking for positive ways to build relationships with stakeholders on campus. PBIS will be a focal point of creating a Sense of Belonging at Gateway High school.

Person responsible for monitoring outcome:

James Long (james.long@osceolaschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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).

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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. Students should have an adult on campus who they can relate or talk to in the time of need.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will review behavior data for subgroups and develop interventions as needed.

Person Responsible

James Long (james.long@osceolaschools.net)

Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual values and interests.

Person Responsible James Long (james.long@osceolaschools.net)

Teacher will provide an environment of belonging.

Person Responsible James Long (james.long@osceolaschools.net)

Teacher will integrate SEL strategies into their curriculum.

Person Responsible James Long (james.long@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support students' Social-Emotional Development.

Person Responsible James Long (james.long@osceolaschools.net)

Teachers will consider student's shared decision-making throughout the process.

Person Responsible James Long (james.long@osceolaschools.net)

Teachers will use hands-on, experiential, and project-based activities.

Person Responsible James Long (james.long@osceolaschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Gateway High school strives to involve all stakeholders in the planning, review, and improvement(s) of the school, Title I programs, and our Parent & Family Engagement Plan. Stakeholders are invited to attend meetings regarding building a positive school culture and environment through flyers, SAC, school marquee, social media, and REMIND messages. Parents are asked for their input on activities and training provided by the school. This information is reviewed in order to implement school improvement strategies that impact the culture and environment.

The master schedule is created for teachers to have common planning. This allows for teachers to desegregate data together and 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 with 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 use evidence-based solutions with discipline, such as restorative practice and positive behavioral support, 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) share information about course offerings, school clubs/sports, and expectations for students as they transition to ninth grade. We 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 with 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 and CARES ACT funds are 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 creating 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 with training in order to meet the needs of social-emotional skills and culturally competent communication.

Identify the stakeholders and their role in promoting a positive school culture and environment.

-Principal: Uphold the mission and vision of Gateway High. To ensure the learning environment offers a variety of educational programs to fit the needs of every student. Lead, direct, counsel, and supervise a variety of personnel and programs; help to create effective parent, teacher, and student communication; support, encourage, mentor, and evaluate staff; foster teamwork between teachers and among staff and parents.

-Assistant Principals: Responsible for leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents.

-Academic Coaches: Supports staff in the implementation of the site instructional plan. Focuses 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.

-Deans: Work with teachers to implement effective classroom discipline strategies. Monitor and track data for PBIS and Restorative Practice. Promotes good attendance rates and ensures school safety and the prevention of campus violence.

-Counselors: Ensure students are meeting all requirements for graduation and have post-secondary plans. Helps clients handle everyday life problems. They often assist students who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse.

-Teachers: Will guide and assist students in their entire learning experience, including welcoming them to the class, creating a curriculum, and social/emotional learning.