The School District of Lee County

Gateway Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Gateway Charter School

12850 COMMONWEALTH DR, Fort Myers, FL 33913

www.gatewaycharterschool.org

School Board Approval

This plan was approved by the Lee County School Board on 9/26/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Empowering Lifelong Learners and Leaders

Provide the school's vision statement.

All stakeholders will share the commitment to develop students, who are reflective, life-long learners prepared to contribute to society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Wade, Jason	Principal	Serve as Educational Leader of the School Serve as a Chief Administrator of the School Supervise and Develops Staff; Cultivate leadership in others Communicate with Stakeholders Shape the vision of success for all students within the CSUSA framework Lead the team, including all stakeholders, on a journey to sustainable success through long-term planning with ongoing monitoring, support and measurable milestones. Create a climate conducive to student success Improve teacher practice through ongoing observations, coaching, feedback and support Manage people, data and processes with the goal of school improvement Professional Standards for Educational Leaders Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student Act ethically and according to professional CSUSA norms Strive for equity of educational opportunity and culturally responsive practices Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment Cultivate an inclusive, caring, and supportive school community Develop the professional capacity and practice of school personnel Foster a professional community of teachers and other professional staff Engage families and the community in meaningful, reciprocal, and mutually beneficial ways Manage school operations and resources Act as agents of continuous improvement
Laine, Andrea	Assistant Principal	Assists the principal in establishing and maintaining an effective learning climate in the school. Assists the principal in the overall administration of the school. Serves as principal in the absence of the regular principal. Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students. Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student. Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school. Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs. Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth. Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs. Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage. Assists the principal in conducting an on-going assessment of the educational

Name	Position Title	Job Duties and Responsibilities
		program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data. Serves as Administrator of School Evaluates performance in assigned departments in accordance with state law and regulation, and CSUSA policy and practices. Serves as acting Principal responsible for building operations when Principal is out of the building. Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures. Generates and maintains personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures. Works to achieve/sustain 100% of projected student enrollment capacity. Student Management Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal Attends school-related activities and events to oversee student behavior and achievements Generates and maintains accurate discipline records Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal Human Resources Assists the principal in the recruiting, screening, background check and reference checks and recommends and assigns school staff. Is familiar with hiring statutory laws and state regulations. Supports the new hire/recruiting process by properly completing job requisition form, offer letter request, and other items as needed, and secure all the required paperwork (applications and Release forms). Supports the Principal during the new employee-interview process, as needed. Assists Human Resources Department in maintaining compliance with certification guidelines. Ensures new hire paperwork is coordinated with the Business Administrator/ Bookkeeper and on schedule with the payroll calendar. Maintains personnel files in a confidential manner. Conducts new employee orientation. Insures the signed Employee Handbook acknowledgement has been received. Supports the Principal in disciplinary actions, coach & counsels, exit interviews, etc... as requested. Assists the Principal and Human Resources Department in coordinating Performance Appraisal process, including maintaining data in SIS & HR on-line systems. Communicates with Stakeholders

Name	Position Title	Job Duties and Responsibilities
		Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school. Assists the principal in utilizing the resources of the school and community to enhance the educational program Serves as a member of such committees and attends such meetings as directed by the principal and/or Vice President of Education
Colon, Jason	Dean	Professional Development Topic specific in-service training as needed within deadlines Coaching and mentoring instructional staff Modeling lessons and instructional planning Collaborates well in a supportive environment that foster relationships with leadership teams, colleagues, and other stakeholders Curriculum and Instruction Research and development of curriculum resources and trainings Has a comprehensive knowledge of the state standards, instructional best practices, courses offered within the state, and all state assessments Researches and identifies appropriate instructional resources, based on data, through the budget priorities process Data Analysis State assessment understanding; including purpose, calculation of scores, disaggregation and aggregation of data, instructional preparation, etc. CSUSA assessment understanding; including purpose, scores and reports, disaggregation and aggregation of data, informed instructional decision making, etc. Provides training on appropriate student/teacher/grade-level data analysis and how to drive instructional plans Actively participates in the strategic planning process to support the school with developing academic plans

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Utilized surveys from staff, parents, and students from Fall and Spring to develop goals to improve areas that were low in rating. Met together with leadership team to discuss and improve on the goals during summer.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will continue to monitor the SIP during IPAAS which is when we come together to go over school data and surveys to adjust our actions plans to ensure achievement of the goals set in place.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	67%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	3	8	4	5	7	0	0	0	0	27
One or more suspensions	0	4	4	10	9	0	0	0	0	27
Course failure in English Language Arts (ELA)	0	5	3	2	1	0	0	0	0	11
Course failure in Math	0	3	1	1	2	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	31	48	0	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	26	62	0	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	27	32	0	0	0	0	63

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	31	0	0	0	0	0	31
Students retained two or more times	0	0	0	7	3	0	0	0	0	10

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	45	53	52	48	55	54		
ELA Learning Gains				56			70		
ELA Lowest 25th Percentile				39					
Math Achievement*	54	48	55	54	37	42	47		
Math Learning Gains				60			90		
Math Lowest 25th Percentile				38					
Science Achievement*	85	47	52		47	54			
Social Studies Achievement*		60	68		51	59			
Middle School Acceleration		77	70		42	51			
Graduation Rate		51	74		43	50			
College and Career Acceleration		33	53		66	70			
ELP Progress	59	47	55	69	69	70	44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	2
ELL	39	Yes	2	
AMI				
ASN				
BLK	43			
HSP	52			
MUL	48			
PAC				
WHT	59			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	2	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	48			
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	53			
PAC				
WHT	64			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			54			85					59
SWD	18			24							2	
ELL	31			41							4	59
AMI												
ASN												
BLK	41			42							4	51
HSP	50			56							4	61
MUL	47			56							3	
PAC												
WHT	61			63							3	
FRL	47			49			83				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	56	39	54	60	38						69
SWD	13			33								
ELL	33	54	33	41	53	0						69
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	41	53	38	45	57	29						74
HSP	52	57	35	52	57	37						63
MUL	50			56								
PAC												
WHT	66	56		68	67							
FRL	46	56	37	48	60	37						68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	70		47	90							44
SWD	18			27								
ELL	32			32								44
AMI												
ASN												
BLK	41			35								33
HSP	55			44								50
MUL	57			57								
PAC												
WHT	64			66								
FRL	52			44								43

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	67%	56%	11%	58%	9%
03	2023 - Spring	42%	42%	0%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	55%	-12%	59%	-16%
04	2023 - Spring	77%	61%	16%	61%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	85%	50%	35%	51%	34%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

3rd grade ELA was 42% proficient. The contributing factor was that we had prior knowledge skill gaps among the students. Additional intervention was needed for these students to be successful.

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

3rd grade Math from 51% to 43% proficient. Due to the month of instructional time that was lost from Hurricane Ian teachers weren't able to complete all units before testing as well as having a first year content teacher in the classroom.

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.

3rd grade Math was a average 293 scale score compared to the state which was 300 scale score. Teachers needed more professional development on the alignment of new BEST benchmarks. we had prior knowledge skill gaps among the students. Additional intervention was needed for these students to be successful. Due to the month of instructional time that was lost from Hurricane Ian teachers weren't able to complete all units before testing.

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

4th grade math went from 54% proficient to 77% proficient. Maximized small group times, implementation of grade wide benchmark aligned centers, day tutor instruction with a focus on closing learning gaps in math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students who achieved level 1 in ELA in 3rd grade
Students who achieved level 1 in Math in 3rd grade
Students who achieved level 1 in ELA in 4th grade
Students who achieved level 1 in Math in 4th grade

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

3rd grade ELA proficiency increase
Lower quartiles proficiency increase
3rd and 4th grade proficiency increase

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure tier one instruction is standard based school wide

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

NWEA and FAST score increase

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

Will use NWEA and PM 1 and PM 2 to monitor as well as observations within classrooms.

Person responsible for monitoring outcome:

Jason Wade (jasonwad@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lesson plans being overviewed, meaningful PLCs be conducted, utilization of formative assessments that are aligned to benchmarks

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By ensuring tier one instruction is standard based school-wide we are able to truly see who needs intervention based on data points.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Offer professional development opportunities to equip teachers with the skills and knowledge needed for effective standards-based instruction.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Encourage collaborative planning among teachers to develop common lessons and units based on standards.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Establish systems for monitoring classroom instruction and provide constructive feedback.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Analyze student performance data regularly to inform adjustments to tier one instruction.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

create a culture of continuous improvement, with ongoing curriculum and instructional practice reviews to stay current with changing standards.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Implement PLC's with intentionality

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

using student data efficiently to maximize instruction and response individual needs.

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

Observations during PLC's

Person responsible for monitoring outcome:

Jason Colon (jasonco@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Grade level wide walk to intervention, students are grouped by area of needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This will allow teachers to focus on specific benchmarks to work on with students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Establish regular and structured meetings with well-defined agendas that prioritize data-driven discussions using student performance data.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Promote collaborative planning and resource sharing among PLC members to align curriculum and instruction with goals and standards.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Develop actionable strategies, monitor progress, and offer relevant professional development opportunities. Cultivate a culture of reflection and continuous improvement while celebrating achievements and maintaining transparent communication.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Build school wide Griffin Greatness and culture

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

increases in survey data for staff, students, and parents

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

Will use staff, student and parent survey data.

Person responsible for monitoring outcome:

Jason Wade (jasonwad@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are improving systems, communications, accountability

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Improving these areas will help with achieving this goal.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Engage the entire school community, including parents and students, in discussions about the desired culture and seek their input.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23

Develop a shared vision statement or manifesto that embodies "Griffin Greatness," prominently displaying it in the school.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Provide ongoing professional development for staff to align their practices with this culture.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Actively involve students in shaping and maintaining this culture, establish recognition systems, infuse the principles of "Griffin Greatness" into the curriculum, and communicate consistently.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

Organize mentorship programs, cultural events, and conflict resolution processes aligned with the culture's values. Regularly monitor data related to the school's culture and use feedback to make improvements.

Person Responsible: Jason Wade (jasonwad@leeschools.net)

By When: 10/27/23 then follow up throughout year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).