

Gateway

instruction
environment
8-Step problem solving step zero school
students strategic goals
college and career
improvement
needs assessment
resources
ambitious
effective leadership strategies
supportive relationships
building relationships
family and community involvement
planning and increased achievement
public and collaborative teaching
mission vision



2014-15 School Improvement Plan

Gateway

1600 SILVER STAR RD, Orlando, FL 32804

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Family and community involvement are highly valued at Gateway/Silver Star Center. Through family Involvement SAC and other school functions, the school is aware of the student make up and culture. We gain information on students' culture through activities such as Open House and our annual Spelling Bee, where students and families get to meet the teachers and staff. During Open House we communicate goals and solicit support for school initiatives. Our goal is to increase parent confidence in the school that together we can meet the needs of our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

There is a school supervision plan in place that ensures that students are properly supervised for their own personal safety. To ensure that students feel respected before, during and after school, students are greeted at the buses by staff members, they are welcomed into their classrooms during class change by a teacher at the door and they are escorted to the buses at the end of the day. There are also various staff members available for students to confide in if needed (ie. Mental Health Counselor, Guidance Counselor, Social Worker, etc.)

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Gateway/Silver Star Center's comprehensive behavior modification system focuses on behavior change techniques that intervene in negative behavior patterns while increasing the frequency of positive behavior. The first step in the process is establishing a behavior modification culture and climate through staff attitudes and training, organization and structure (School and classroom management), teaching and modeling, and programs and activities. Behavior change requires a team approach and consistency; therefore, this program is designed to be deliberate, pervasive, systematic and systemic in its content and delivery.

The second step is to saturate the environment with behavior modification strategies involving relationship building, setting high expectations, character and social skills education and positive behavior support within the classrooms and throughout the campus. Additionally, a strong discipline system must be in place to teach structure and hold students accountable for compliance with policies and procedures.

A change in behavior requires an attitude change; therefore, character education, social skills and

behavioral responses will be taught, practiced and rewarded on a consistent basis in order to help students make the appropriate attitude adjustments.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Gateway/Silver Star Center we use staff meetings, assemblies, class and parent, meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

It is an expectation that staff will:

- know school guidelines
- be fair, positive and consistent
- keep classrooms orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment to decrease the opportunity for the student to be traumatized further.
- Implement an effective Classroom Management Plan.
- Implement Stress Management and Relaxation techniques.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns
- Exercise Patience with students who show signs of stress.
- Manage Personal and Professional Stress so that individual don't take students' misbehavior personally.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school has an attendance Social Worker who monitors student attendance, suspensions and arrests. Parent contact is made when students become truant. Home visits are also made by the social worker when other means of communication are ineffective. Student grades are monitored and parent conferences are scheduled when students are in jeopardy of failing a course. Students who have scored a Level 1 on the statewide, standardized assessments in English Language Arts or mathematics are scheduled in intensive classes for additional support.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	10	11	9	11	8	10	2	61
One or more suspensions	9	11	5	3	4	5	0	37
Course failure in ELA or Math	6	8	10	3	1	2	0	30
Level 1 on statewide assessment	9	11	10	7	3	2	1	43

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								Total
	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	11	10	10	6	4	6	1	48	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.

The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. Weekly PLC meetings are held to discuss student progress and interventions strategies utilized in the classrooms to aid in the improvement of student academic achievement.

Family engagement opportunities are provided to support family members to be an active participant in their child's learning.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Gateway School-Silver Star Center utilizes a systemic and systematic approach in regards to building and sustaining partnerships as a means of securing and utilizing resources to support the school and encourage student achievement. Gateway School-Silver Star Center through its Student Support Services Department uses a systemic approach geared toward creating interdependent connections between the school and the community-at-large. Additionally, this systems approach provides Gateway School-Silver Star Center with a unique platform and various interactive elements (i.e. internships and externships) within the community that makes us accessible by the community and provides us access into the local community. Gateway School-Silver Star Center maintains a strong relationship with the UCF School of Social Work. UCF's School of Social Work provides generalist and clinical interns that aid and further extends the school's partnership and community outreach with agencies within and outside of those provided by OCPS Partners in Education initiative.

Systematically, Student Support Services will continue to establish working relationships with

organizations which continue to assist our students and their families with academic achievement through networking opportunities. For instance we have working relationships with the following organizations:

Ms. Bertha's Food Pantry (Holiday Dinners and Emergency Weekend Backpack)

She assists with student events (snacks and drinks). Ms. Bertha also assists with guest speakers for Teach-In and/or regular school events.

Local Churches

St. Margaret: Holiday gifts and guest speakers.

St. Luke's: school supplies and book bags.

UCF School of Social Work

Generalist Intern: Sonica Sharma

Responsibilities include: Creating a resource list and seeking new members of our community to assist with

developing new relationships and finding additional resources

OCPS Gateway School-Silver Star Center

Partner In Education Coordinator

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Scott, Elaine	Principal
Josephs Richardson, Alicia	Assistant Principal
Marrs, Marva	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal Elaine Scott and Assistant Principal Alicia Josephs Richardson: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of the school staff, ensures implementation of intervention of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Jean-Fresner Theodore, Lead ESE Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction. Acts as a liaison between teachers, MTSS Team and Administrators.

Annette Wise, Reading Coach: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Angela Nowling, MTSS Coach/Behavior Specialist: Liaison between the district and core MTSS Team. Will

represent the school at District level trainings/meetings. Will disseminate information received during

routine MTSS Team meetings.

Zerek Mayes, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Jennifer Tebo-Hammond, SAFE Coordinator: Links students requiring additional support services to community programs and partners. Kevin McGuire, Mental Health Counselor: Responsible for the facilitation, coordination and expansion of mental health and related services for students with disabilities. Provide individual mental health counseling to a smaller identified group with need for more intense direct service.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS/RtI is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elaine Scott	Principal
Jennifer Tebo-Hammond	Teacher
Zerek Mayes	Teacher
Annette Wise	Teacher
Marva Marrs	Teacher
Lorna Kitson	Teacher
Deborah Dobson	Education Support Employee
Donald Watson	Student
Priscilla Bracho	Student
Annette Suarez	Parent
April Johnson	Parent
Julie Paddle	Parent
Elisa Sanabria	Parent
Maria DeJesus	Parent
Ann Mona Lewis I	Parent
Jeffrey Gaines	Parent
Sharon Jones	Parent
Lorraine Jones	Parent
Maxo Saintal	Parent
Carmen Mercedes	Business/Community
Geraldine Marino	Business/Community
Rachel Anderson	Business/Community
Charles Hardy	Business/Community
Mary Simms	Business/Community
Doris Jackson	Business/Community
Valory Scott	Business/Community
Marcy Matthews	Business/Community
Isabel Dominguez	Business/Community
Michelle Saintuny	Business/Community
Ruby Terry	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP

Development of this school improvement plan

School SAC staff members assist principal in accessing needed information in various areas of the school improvement plan.

Preparation of the school's annual budget and plan

During the Spring SAC meeting, the current budget expenditures were reviewed. At that time, the purchases of such items as computers, promethean boards, textbooks, professional development and other instructional materials and contracts renewals were discussed. It was decided that allocations be allotted to make all instructional, student and technology purchases.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Orientation Materials (Handbook) 1250.00

Parent Calendar/Journal Portfolio 750.00

Registration Fees for yearly conferences/meetings (Parents) 750.00

Registration Fees for yearly conferences/meetings (Teachers) 750.00

Field Trips (Student Incentive) 500.00

Books for Media Center 500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Josephs Richardson, Alicia	Assistant Principal
Marrs, Marva	Instructional Coach
Wise, Annette	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team conducts weekly meetings with instructional focus each 9 week period. The team conducts regular classroom walkthroughs to monitor instructional practices, including alignment of content curriculum to the Scope and Sequence for each nine week period. The team utilizes student data from current formative and summative assessments to identify students' learning needs. The data gathered is used following the Multi-Tiered System of Support (MTSS) framework. Students' learning needs are identified and students are placed in the appropriate tier on the MTSS triangle. Academic and behavior support are aligned to meet the students' need. An action plan will be developed to outline specific activities to fulfill our major initiatives. Our focus will be to increase participation and performance within a rigorous curriculum and increase achievement levels

for all subgroups. The Florida Continuous Improvement Model (FCIM), in conjunction with our school's tiered

interventions, will be used as the process to monitor student academic progress. Interdisciplinary lesson

plans and analysis of student portfolios will be used to monitor implementation within the classroom. Strategies will include, thinking maps and graphic organizers, positive behavior recognition, Socratic Circle, one on one tutoring and mentoring, student of the week recognition, and field trip incentives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers work collaboratively in academic and behavioral PLCs. They meet on a biweekly basis to develop cross curricular lesson plans. Master schedule is developed to include common planning for key content areas. The mentoring and new teacher induction process assists teachers new to the school and district to make meaningful connections with veteran teachers. Through this collaborative work, teachers build capacity for their instructional practices and collegiate relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Gateway School partners with University of Central Florida in order to create a very successful internship program for their Social Work interns. The administrative team provides professional development and leadership opportunities for teachers to share ideas and implement strategies that impact student achievement.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teacher leaders who have had previous experiences as a mentor and have worked with a similar population of students are provided with the opportunity to work with beginning teachers. All mentors have also taken required training necessary to function in this capacity.

Mentors will meet on a bi-weekly basis to assist mentees with completing their ACP or PEC requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Curriculum Resource Teacher (CRT) submits a request for newly adopted text books and teacher resources to the district. Upon arrival books and resources are checked into the Destiny Portal then distributed to teachers based on their content areas. The CRT and reading coaches research appropriate supplemental instructional materials and utilize district resources such as CPALMS to ensure that the materials are strictly aligned to the Florida Standards. Supplemental materials are then submitted to the Principal for approval.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The process of analyzing and disaggregating data is aligned to the Multi-Tiered System of Support (MTSS). Multiple sources of data such as Florida Assessment in Reading (FAIR), Achieve 3000, Benchmark tests, formative and summative assessments are utilized to determine our students' academic achievement, academic placement on the MTSS triangle and learning needs. Teachers use the data to conduct individual data chats with their students; this process helps our students' be active members in their academic achievements. The Rotational and Gradual Release models of instruction are the overarching instructional processes utilized at this school. Teachers differentiate their instruction based on students learning needs, utilizing learning centers and research-based strategies such as strategies found in the Kagan model.

Students' in Tier 1 of the MTSS framework receive core classroom instruction as well as general academic and behavior support. Students in tier 2- receive core academic and behavior support, as well as strategically targeted intervention aligned with students' needs. Students in Tier 3 – receive core classroom academic and behavior instruction, plus a more targeted and focused instruction, generally in a reduced group size or one-on-one instruction. Academic accommodations on students' Individual Education Plans are strictly adhered to.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 124

Extended School Year (ESY) is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services is determined on an individual basis by the IEP team.

Strategy Rationale

To aid in the mastery of student IEP goals.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Josephs Richardson, Alicia, alicia.josephsrichardson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Review of student progress on their IEP goals is used to determine the need for this strategy. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data will be collected at the end of each session. Data is shared with teachers and reviewed with leadership team. Behavior data are collected daily.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Transition inventories are conducted with all students 14 years or older. Transition planning to include career interest and goals are set for students on their Transition Individual Education Plan(s) (TIEP).

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are given the opportunity to participate in Career and Technical courses, offered on site.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All students have an IEP or a TIEP, which is reviewed at least once a year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Gateway/Silver Star Center is a separate day school for students with disabilities. It is designed for temporary placement. Students are generally transitioned back to their zoned school after completing the set requirements.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase with the implementation of the MTSS process.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase with the implementation of the MTSS process. 1a

 G040202

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	43.0
AMO Math - All Students	36.0

Resources Available to Support the Goal 2

- Achieve 3000, Florida Oral Reading Fluency (FORF), Florida Assessment for Instruction in Reading (FAIR), Classroom Libraries, Student Textbooks, Classroom Technology, Scholastic Math, Fluency and Automaticity through Systematic Teaching and Technology (FASTT) Math

Targeted Barriers to Achieving the Goal 3

- Extreme behavioral and Mental health issues
- Low student attendance
- Gap between students' independent and instructional levels of learning

Plan to Monitor Progress Toward G1. 8

Administrators will systematically progress monitor strategies related to this goal throughout the year, through analysis and disaggregation of data.

Person Responsible

Alicia Josephs Richardson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

There will be an increase in student achievement and positive movement across the MTSS tiers.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Student achievement will increase with the implementation of the MTSS process. **1**

 G040202

G1.B1 Extreme behavioral and Mental health issues **2**

 B097162

G1.B1.S1 Provide training for teachers on how to effectively utilize behavior modification strategies included on students Behavior Intervention Plans (BIP). **4**

 S108393

Strategy Rationale

Research shows that behavior drives instruction.

Action Step 1 **5**

Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.

Person Responsible

Alicia Josephs Richardson

Schedule

Biweekly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Staff Sign-in sheet, Surveys, Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will review/monitor professional development activities

Person Responsible

Alicia Josephs Richardson

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Informal observations, sign in sheets, surveys, meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers will be better able to work with students with behavioral and/or mental issues as a result of professional development activities. This should be evident in classroom observations and discipline data.

Person Responsible

Alicia Josephs Richardson

Schedule

Quarterly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Effective implementation of school wide behavior management system, decrease in discipline referrals on all levels, increase in student learning and achievement.

G1.B1.S2 Utilize behavior modification strategies to help student develop intrinsic motivation. 4

 S145306

Strategy Rationale

When reinforcers are internalized, students take ownership of their behaviors.

Action Step 1 5

School wide behavior modification trainings

Person Responsible

Marva Marrs

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

School wide rules and procedures posted in classrooms and throughout the campus.
Training agenda, sign-in sheets and PowerPoint.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs and observations.

Person Responsible

Elaine Scott

Schedule

On 6/3/2015

Evidence of Completion

increase in student engagement, decrease in negative behaviors, increase in overall student achievement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Behavior Modification/MTSS PLCs

Person Responsible

Alicia Josephs Richardson

Schedule

Weekly, from 9/30/2014 to 6/2/2015

Evidence of Completion

sign-in sheets, meeting notes, agenda, student behavior and academic data.

G1.B2 Low student attendance 2



G1.B2.S1 School Social workers will monitor student attendance and work collaboratively with parents to identify reasons for poor attendance. 4



Strategy Rationale

When parents are involved students are more likely to attend school on a regular basis.

Action Step 1 5

Contact parents when students are absent.

Person Responsible

Jennifer Tebo-Hammond

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

There will be an increase in student attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Social Workers will meet to analyze student attendance data and respond to areas of need.

Person Responsible

Jennifer Tebo-Hammond

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance data, student academic data, student behavior data (MTSS), meeting agenda and notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Examining the correlation between attendance and student achievement.

Person Responsible

Marva Marrs

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student attendance data, progress reports, report cards

G1.B2.S2 Social worker will conduct home visits for students who are identified as truant. 4

 S149369

Strategy Rationale

Systematic monitoring of students behavior has shown to be an effective strategy for modifying the identified behavior.

Action Step 1 5

Social Worker will review attendance data and conduct home visits for students identified as truant.

Person Responsible

Jennifer Tebo-Hammond

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review Social Worker home visit logs and notes.

Person Responsible

Jennifer Tebo-Hammond

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Social Worker logs and notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Conferences with Administrators to review logs and student data.

Person Responsible

Elaine Scott

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student attendance data, home visit logs

G1.B3 Gap between students' independent and instructional levels of learning 2



G1.B3.S1 Provide training for teachers on how to utilize Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP) 4



Strategy Rationale

UDL and SIOP are proven resources for identifying remediation strategies for struggling learners.

Action Step 1 5

Provide training on UDL and SIOP

Person Responsible

Marva Marrs

Schedule

Biweekly, from 9/10/2014 to 10/8/2014

Evidence of Completion

Sign-in sheet, Teacher Survey, Agenda, PowerPoint

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct classroom walkthroughs and observations, provide coaching as needed.

Person Responsible

Alicia Josephs Richardson

Schedule

Weekly, from 10/9/2014 to 6/3/2015

Evidence of Completion

Lesson plan checks, formal and informal observations, PLC notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will observe classrooms and collect student evidence.

Person Responsible

Elaine Scott

Schedule

On 6/3/2015

Evidence of Completion

Orange County Writes score, Lexile scores, Benchmark scores, classroom observations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.	Josephs Richardson, Alicia	8/18/2014	Staff Sign-in sheet, Surveys, Meeting Notes	5/26/2015 biweekly
G1.B2.S1.A1	Contact parents when students are absent.	Tebo-Hammond, Jennifer	8/18/2014	There will be an increase in student attendance.	6/3/2015 daily
G1.B3.S1.A1	Provide training on UDL and SIOP	Marrs, Marva	9/10/2014	Sign-in sheet, Teacher Survey, Agenda, PowerPoint	10/8/2014 biweekly
G1.B1.S2.A1	School wide behavior modification trainings	Marrs, Marva	8/18/2014	School wide rules and procedures posted in classrooms and throughout the campus. Training agenda, sign-in sheets and PowerPoint.	6/3/2015 daily
G1.B2.S2.A1	Social Worker will review attendance data and conduct home visits for students identified as truant.	Tebo-Hammond, Jennifer	8/18/2014		6/3/2015 weekly

**Orange - 0591 - Gateway - 2014-15 SIP
Gateway**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Administrators will systematically progress monitor strategies related to this goal throughout the year, through analysis and disaggregation of data.	Josephs Richardson, Alicia	8/18/2014	There will be an increase in student achievement and positive movement across the MTSS tiers.	6/3/2015 biweekly
G1.B1.S1.MA1	Teachers will be better able to work with students with behavioral and/or mental issues as a result of professional development activities. This should be evident in classroom observations and discipline data.	Josephs Richardson, Alicia	8/18/2014	Effective implementation of school wide behavior management system, decrease in discipline referrals on all levels, increase in student learning and achievement.	5/26/2015 quarterly
G1.B1.S1.MA1	Administrators will review/monitor professional development activities	Josephs Richardson, Alicia	8/18/2014	Informal observations, sign in sheets, surveys, meeting notes	5/26/2015 monthly
G1.B2.S1.MA1	Examining the correlation between attendance and student achievement.	Marrs, Marva	8/18/2014	Student attendance data,progress reports, report cards	6/3/2015 biweekly
G1.B2.S1.MA1	Social Workers will meet to analyze student attendance data and respond to areas of need.	Tebo-Hammond, Jennifer	8/18/2014	Attendance data, student academic data, student behavior data (MTSS), meeting agenda and notes.	6/3/2015 weekly
G1.B3.S1.MA1	Administrators will observe classrooms and collect student evidence.	Scott, Elaine	10/9/2014	Orange County Writes score, Lexile scores, Benchmark scores, classroom observations.	6/3/2015 one-time
G1.B3.S1.MA1	Conduct classroom walkthroughs and observations, provide coaching as needed.	Josephs Richardson, Alicia	10/9/2014	Lesson plan checks, formal and informal observations, PLC notes	6/3/2015 weekly
G1.B1.S2.MA1	Behavior Modification/MTSS PLCs	Josephs Richardson, Alicia	9/30/2014	sign-in sheets, meeting notes, agenda, student behavior and academic data.	6/2/2015 weekly
G1.B1.S2.MA1	Classroom walkthroughs and observations.	Scott, Elaine	8/18/2014	increase in student engagement, decrease in negative behaviors, increase in overall student achievement.	6/3/2015 one-time
G1.B2.S2.MA1	Conferences with Administrators to review logs and student data.	Scott, Elaine	8/18/2014	Student attendance data, home visit logs	6/3/2015 biweekly
G1.B2.S2.MA1	Review Social Worker home visit logs and notes.	Tebo-Hammond, Jennifer	8/18/2014	Social Worker logs and notes.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase with the implementation of the MTSS process.

G1.B1 Extreme behavioral and Mental health issues

G1.B1.S1 Provide training for teachers on how to effectively utilize behavior modification strategies included on students Behavior Intervention Plans (BIP).

PD Opportunity 1

Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.

Facilitator

Kevin McGuire, Mental Health Counselor Jim Beller, Mental Health Councilor Jean Caldwell, Dean Kevin Bingham, Dean Robert Byrom, Dean

Participants

Teachers and staff

Schedule

Biweekly, from 8/18/2014 to 5/26/2015

G1.B1.S2 Utilize behavior modification strategies to help student develop intrinsic motivation.

PD Opportunity 1

School wide behavior modification trainings

Facilitator

Valerie Hodge, District Support, Jean Caldwell, Administrative Dean

Participants

Teachers and Support Staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B3 Gap between students' independent and instructional levels of learning

G1.B3.S1 Provide training for teachers on how to utilize Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP)

PD Opportunity 1

Provide training on UDL and SIOP

Facilitator

Marva Marrs, Annette Wise, Barbara Dawkins

Participants

Classroom Teachers

Schedule

Biweekly, from 9/10/2014 to 10/8/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0