

# Keys Gate Charter High School



2014-15 School Improvement Plan

## Keys Gate Charter High School

2325 SE 28TH AVE, Homestead, FL 33035

<http://www.keyscharter.org>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

66%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

85%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	

### School Board Approval

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

### 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>.

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## 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Motivate Inspire Achieve

Keys Gate Charter High School will provide students with the necessary tools and skills needed to develop superior levels of achievement. We will strive for academic, social and physical excellence by providing a quality and challenging curriculum. We will promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Students of the Keys Gate Charter High School will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

##### Provide the school's vision statement

We will be the premier school in our area, committed to providing a safe and nurturing environment with high levels of student academic achievement.

We will foster strong values within our students based on character education curriculum that creates a positive impact on our community, nation, and world.

#### School Environment

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

The school has an effective procedure in place for building relationships between teachers and students. Keys Gate Charter High School has an intentional focus on accountability. Misbehavior is not defined by breaking school rules, it is defined as harm (emotional/mental/physical) done to a person or group. The attention is not placed on adherence to the rules, it is placed on relationships and personal achievement goals. School stakeholders are not merely spectators, but active participants in the facilitating learning opportunities. Students participate in a "peer jury" process that allows them to become involved helping to give consequences to disruptive low level behaviors. The "peer jury" is given the opportunity to speak through the eyes of a student, before a consequence is issued. This process ensures a higher "buy-in" of our disciplinary process among our students. Teachers will also be trained in Restorative Justice. This program allows for teachers to understand the importance of classroom management, effective discipline, peer mediation, and classroom circles. This movement provides a platform for students to become more involved in the classroom instructional process. It can also maximize the relational opportunities for students in the classroom.

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

The school environment plays an important role in allowing students to feel safe before, during and after school. The school must have procedures in place that will allow adequate supervision, especially in the common areas. Keys gate Charter High School has strict policies concerning disciplinary procedures before, during and after school. These policies are put into place to help the students feel safe. We also have moved this year to having our security monitors wear uniforms. This will provide higher visibility for our students to notify security personnel for issues



**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**

Keys Gate Charter High School has a school wide behavioral system in place that aids in minimizing distractions to keep students engaged in instructional time. We currently have a progressive discipline plan that starts with classroom behavioral preventive measures. Each teacher is required to have the class expectations posted in the room. It is strongly suggested that teachers involve students in the creation of these expectations to ensure a high "buy in" for the classroom climate. Our staff is prompted to word each expectation in a positive manner. I strongly discourage rules such as "No, Talking." Teachers are given tools such as redirection, and close proximity to extinguish low level behaviors. We have a detention process in place that allows teachers to communicate effectively with parents. Our disciplinary low level and midlevel behaviors are all documented on the public drive. Teachers have the opportunity to hold Administration accountable for following through with their assigned consequences. KGCHS also has Saturday Detention, ISS, and Outdoor Suspension to support the disciplinary process. Students that are suspended are required to attend behavioral workshops, upon returning to the school. KGCHS also has three hall monitors, as well as an ISS Coordinator to support the disciplinary process. Dean Fairley meets with each grade level during "circle times" that support our Restorative Justice Behavioral Framework. The staff will be receiving books to read for this professional development opportunity. This PD will focus on classroom management, and conflict mediation. Research indicates that a students favorable opinion of the class environment is linked to higher student achievement.

**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**

Keys Gate Charter High School ensures the social and emotional well-being of their students by providing a range of within school counseling and therapy supports. For all students, counselors are available by grade level and appointments can be requested by a students as needed. For students who are in need of additional counseling support and are receiving services according to a 504 or individual education plan, regular therapy sessions are contracted on an as needed basis. Additionally, KGCHS collaborates with outside service providers and provides accommodations to therapy providers who are working through public or private offices with proper consent from parents or legal guardians documented and logged.

### **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**

The school counselor identifies students with indicators through the Student Assistant Profile provided by Miami Dade Schools. Students with attendance issues are targeted by the homeroom teacher. The homeroom teacher makes the first contact with parents and then the counselor meets with the student and parents regarding truancy issues. After the Dean has issued a suspension, the school counselor receives a referral and meets with the student regarding behavior issues. Students who have failed a grade level from the previous year meet with the school counselor in October regarding progress in the current year. Students who have failed an ELA and Math course, are first identified by the teacher in April. The teacher also makes contact with the parent at this time. Students are then monitored and if no progress is shown by the beginning of May, the counselor begins the course recovery steps meeting with students and parents.

When standardized scores are released, Level 1 students are identified by administration based on their standardized score. Students are then placed in an intervention program where they are given targeted instruction and are monitored during the school year.

**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
	9	10	11	12	
Attendance below 90 percent	30	16	26	2	74
One or more suspensions	22	13	10	11	56
Course failure in ELA or Math	5	8	3	12	28
Level 1 on statewide assessment	22	26	26	11	85

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	22	13	26	11	72

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

Students exhibiting two or more indicators are flagged by the school counselor through the Student Assistant Profile. These students are monitored on a monthly basis. Students who score a level 1 on statewide assessments are placed in a targeted intervention program for reading and math. Students work in small groups with a trained teacher on their determined deficiencies. Students in the intervention program are monitored for progress through the set standards and by the schools Student Service Coordinator.

Counseling is set in place for students who failed a course, have one or more suspensions, or are not in compliance with truancy procedures.

**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**

At the beginning of the school year a "Meet and Greet," is held to allow parents and students the opportunity to become familiar with the school, administration and teachers. Several weeks later, Open House is held to inform parents of the activities and learning goals that the students have been working towards mastering. This year, Parent training nights will be held twice year, once at the

beginning and once mid-year, in order to give parents tools to help their child be successful. Information is disseminated to parents via phone "parent links" multiple times a month, to inform parents of upcoming events and/or changes to school policy. Parents can access their child's grades and comments via Powerschool on a daily basis, as well as emailing their child's teacher. Teachers are required to respond within 24 hours to a parents' attempt at communication.

**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**

In order to facilitate partnerships with the local community and utilize resources to support student achievement, the school actively pursues opportunities within the community. The National Honors Society fund-raises within the school, to support local programs such as the Homestead Food Pantry. Classes and clubs within the school participate in city wide contests such as the NASCAR Essay Contest. The Young Entrepreneurs program have been invited to speak to the Gifted students as part of their critical thinking activities. Career Day is held once a year, in which local businesses are asked to come to the school and speak to the students about possible career paths. Also, the Student Council fund-raises to provide needy families, within our school, a monetary donation during the holiday season.

**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
Baez, Corinne	Principal
Garcia, Witnery	Assistant Principal
Veras, Yudibeth	Instructional Coach
Fults, Rachel	Administrative Support
Singh, Ifrecak	Guidance Counselor
Bartoli, Rockell	Guidance Counselor
Morman, Angela	Guidance Counselor
Bello, Judith	Teacher, K-12

**Duties**

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

Principal: Corinne Baez: ensuring that the MTSS team is implementing the MTSS; ensuring that ample resources are provided for the implementation of MTSS; communicating with all stakeholders about the implementation of MTSS and the MTSS; monitoring progress of the SIP.

Assistant Principals: Witnery Garcia: monitoring assessment and documentation of MTSS skills; monitoring and adjusting school's academic goals through the use of data as needed; providing professional development to support the appropriate implementation of MTSS.

Curriculum Resource Teacher: Yudibeth Veras : providing support to instructional personnel as it relates to academic achievement of students.

ESE Specialist: Dr. Rachel Fults: tracking ESE student's progress; meeting with parents and stakeholders to advise of any necessary modifications in the implementation of MTSS.

Counselors: Ifreack Singh, Rockell Bartoli and Angelina Morman Responsible for providing support and sharing expertise with teachers, staff and families in the areas of academic, emotional, behavioral, and social success.

ESE Teachers: Lindsey Madella: Responsible for providing support and collaborating with general education teachers. Implementing IEP's for respective students to ensure their success.

Intervention Specialist: Judith Bello Responsible for providing students working below grade level additional academic support and collaborating with classroom teachers.

***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***

The RTI team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress towards those goals at least three times per year by:

- increasing student's goals in response to student's academic growth
- ensuring eligible students are receiving Tier 2 intervention in accordance with the student progression plan
- holding monthly meetings to resolve problems or obstacles
- acting in response to lack of academic progress is demonstrated by any academic element

The second level of support consists of supplemental instructions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

- monthly review of achievement data of Tier 2 students
- sponsor intervention of groups that are not showing positive academic growth
- identify students for Tier 3 intervention

MTSS continuous problem solves and evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary grades, the RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Corinne Baez	Principal
Mirabel Pizarro	Teacher
Elizabeth Rivera	Parent
Ifrecak Singh	Education Support Employee
Laura Diaz	Business/Community
Patricia Morgenroth	Teacher
Jessica Gonzalez	Teacher
Bridget Wong	Teacher
Sandy Ward	Teacher
Belkis Cushaney	Teacher
Jennifer Rivera	Student
Kyle Stodard	Student
Isabel Tinoco	Education Support Employee
Vicky Taopo	Parent
Peggy Wells	Parent
Sophia Cummings	Parent

**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*

The EESAC committee reviews the school's progress as aligned to school grade and the SIP, then recommends ways to increase proficiency or the following school year.

*Development of this school improvement plan*

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The budget is shared with the EESAC members and the funds are decided upon support our curriculum needs and align with our goals on the SIP.

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

The projected use of school improvement funds are:  
 Science Labs Materials: \$1, 901.06  
 Math Calculators: \$1901.06  
 Novel sets: \$1,901.06

***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
Baez, Corinne	Principal
Garcia, Witnery	Assistant Principal
Veras, Yudibeth	Instructional Coach
Reyes, Jennifer	Teacher, K-12
Morman, Angela	Guidance Counselor
Bartoli, Rockell	Guidance Counselor
Singh, Ifrecak	Guidance Counselor

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The LLT will monitor the implementation of the common core state standards, use of small group reading instruction, provide teachers with research based strategies, and increase the use of data analysis to differentiate instruction.

## 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**

Two weeks before the start of school, new teachers go through a four day orientation training them on standards and best instructional practices. One week before school begins, the full staff goes through an orientation involving collaborative planning per grade level. At this time, professional development is given on Classroom Management, Motivating and Engaging Students and Parents, and Restorative Justice in Schools. Throughout the school year, various professional development opportunities are made available. Various trainings, such as, Think Through Math, Reading Plus, and Gizmos help to create a positive environment where teachers feel confident with new programs.

Grade levels and special areas will meet once a week to collaborate target their instruction according to the standards.

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

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.

Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local and in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.

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

Keys Gate Charter High School provides a teacher mentoring program by our Leadership team, which includes administration and Curriculum Resource Teachers. New teachers to our school are provided support from Teacher Learning Community Leaders (TLC) in the areas of curriculum, instruction, and classroom management with the goals of improved student achievement. Our TLC leaders meet regularly with new teachers to address the twelve professional education competencies via hands on activities, power points and real world scenarios. New teachers have a 3 tiered mentoring system. This includes: Curriculum Resource Teachers, TLC leaders, Lead teachers, and buddy teachers. New teachers are observed on a weekly bases and provided effective feedback.

## **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***

Lesson plans are reviewed on a weekly basis to determine that classroom instruction is aligned to the Florida standards. Recommendations are given if needed and then verified within two days for full implementation. Florida Standards, Pacing Guides and Curriculum Maps are reviewed on a weekly basis by the teacher and implementation of best practices and alignment to the standards. Curriculum is selected through a textbook review committee and chosen based on the Florida standards. Weekly walk-throughs of teachers classrooms are implemented to ensure that educators are following their lesson plans and standards.

#### **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***

Through the use of the quarterly NWEA assessment, educators analyze data to target students learning deficiencies. Based on this prescriptive assessment, students are then placed in small groups to target deficiencies in a small group setting. Groups are reevaluated on a monthly basis according to their area of need. Common Monthly Assessments will be given to assess students proficiency on grade level standards. When students do not obtain proficiency on grade level assessments, the teacher will use a spiral approach to cover standards that were not mastered the first time. For regular classroom assessments, teachers will use leveled readers and assessments to meet the needs of each student. Students who do not master standards are provided after-school and Saturday tutoring opportunities.

##### ***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: After School Program**

**Minutes added to school year: 4,800**

Before and after school skill based tutoring offered to students who are not proficient on the Reading, Math, and Science Benchmarks.

**Strategy Rationale**

To provide students an additional opportunities to practice and master Florida State standards.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Veras, Yudibeth, 933033@dadeschools.net

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

Quarterly Interim assessment results are analyzed as well as weekly skill based assessments.

**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**

Students participate in grade level orientations where expectations, programs, and procedures are explained. The applicable grade level teachers and administrators are present to answer questions and provide guidance. Counselors provide academic advisement to ensure students are on track for timely graduation. College trips are available to students to provide them insight into college career options and planning for their future.

**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**

Classroom Presentation are given by local businesses and industries in the community. Parent Nights are held where members of the community are able to share information about career opportunities and internships. Students in grades 9-12 meet with Counselors for high school and college counseling. Career Days are held to advertise job opportunities in the community.

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

Classroom presentations on Secondary Education, Career Readiness, College tour field trips, quest speakers, and virtual tours.

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



The school has incorporated computer science courses in their available electives in which students implement literacy, IT, Computer Programming Languages from various sites and colleges.

**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**

Advanced courses offered to high school students which gives students an opportunity to receive college credit.

## 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

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

## Strategic Goals Summary

- G1.** Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement.
- G2.** Keys Gate Charter High School will increase attendance, behavior and academic performance for students identify as at-risk.
- G3.** Keys Gate Charter High School will increase student preparedness for college and career readiness through STEM initiatives.
- G4.** Keys Charter High School will increase parent involvement within school programs and activities to improve student achievement.

## 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.** Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement. **1a**

G045006

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	51.0
AMO Reading - Hispanic	51.0
AMO Reading - White	80.0
AMO Reading - ELL	39.0
AMO Reading - SWD	41.0
AMO Reading - ED	52.0
AMO Math - African American	52.0
AMO Math - SWD	50.0

**Resources Available to Support the Goal** **2**

- Common Core state standards
- Reading Plus
- Professional Development in current reading standards
- Scholastic Action Magazine
- Tutoring
- Think Through Math
- EDGE books
- Test Specifications

**Targeted Barriers to Achieving the Goal** **3**

- Students are not provided enough individualize targeted instruction in ELA.
- Students do not have an adequate knowledge based of foundational Math skills.
- Students are not provided regular opportunities to complete differentiated hands-on science labs
- Students are not provided access to differentiated social studies text.

**Plan to Monitor Progress Toward G1.** **8**

NWEA data and Interim assessments

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

NWEA data reports and Interim reports

**G2. Keys Gate Charter High School will increase attendance, behavior and academic performance for students identify as at-risk. 1a**

G046334

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	83.0
Attendance Below 90%	18.0
1+ Absences First 20 Days - Grade 09	88.0
Truancy rate	0.0
Attendance Below 90% Grade 09	30.0
Attendance Below 90% Grade 10	16.0
Attendance Below 90% Grade 11	26.0
Attendance Below 90% Grade 12	2.0
One or More Suspensions	14.0
1+ Suspensions Grade 09	22.0
1+ Suspensions Grade 10	13.0
1+ Suspensions Grade 11	10.0
1+ Suspensions Grade 12	11.0
Students exhibiting two or more EWS indicators (Total)	14.0
Students in ninth grade exhibiting two or more EWS indicators	22.0
Students in tenth grade exhibiting two or more EWS indicators	13.0
Level 1 - All Grades	59.0
Level 1 - Grade 09	22.0
Level 1 - Grade 10	26.0
Students in eleventh grade exhibiting two or more EWS indicators	26.0
GPA below 2.0 - H.S.	12.2
Students in twelfth grade exhibiting two or more EWS indicators	11.0

**Resources Available to Support the Goal 2**

- Tardy Log
- Parent Link
- Tutoring
- Intervention
- Disciplinary Tracking Logs
- Restorative Justice
- Indoor Suspension
- Reading Plus
- Think Through Math

**Targeted Barriers to Achieving the Goal 3**

- The students identified in the Early Warning System are arriving late to school, scoring a level 1 on ELA and Math Statewide Assessments, and have an increase number of outdoor suspensions due to their lack of motivation and accountability.

**Plan to Monitor Progress Toward G2.** 8

ISIS reports will be run to monitor student attendance and suspensions. Students scoring low on State Assessments will be monitored through Intervention Programs.

**Person Responsible**

Witnery Garcia

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Increase in attendance and a decrease of tardies, decrease in suspensions, and a decrease of Level 1 students on State Assessments.

**G3.** Keys Gate Charter High School will increase student preparedness for college and career readiness through STEM initiatives. 1a

G046336

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Science Fair
- Field Trips
- STEM Activities Competitions

**Targeted Barriers to Achieving the Goal** 3

- Students are not provided with enough STEM opportunities.

**Plan to Monitor Progress Toward G3.** 8

District Interim

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 8/25/2014 to 5/25/2015

**Evidence of Completion**

Data Report

**G4.** Keys Charter High School will increase parent involvement within school programs and activities to improve student achievement. 1a

G046338

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Parent Link
- PTSO
- Flyers
- Marque

**Targeted Barriers to Achieving the Goal** 3

- Lack of parent participation at school sponsored parents nights

**Plan to Monitor Progress Toward G4.** 8

On going data from students and feedback from parent night

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Surveys and/or exit tickets, sign in sheets, increased academic achievement.

## 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.** Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement. **1**

 G045006

**G1.B1** Students are not provided enough individualize targeted instruction in ELA. **2**

 B110975

**G1.B1.S1** Teachers assigned groups based on readiness of ELA standards. **4**

 S127643

### Strategy Rationale

This strategy allows students to work with a wide variety of peers and keeps them from begin label as a advanced or struggling.

### Action Step 1 **5**

Targeted small group instruction through ELA.

#### Person Responsible

Yudibeth Veras

#### Schedule

Weekly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Monthly assessment

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

Teacher Observations

**Person Responsible**

Yudibeth Veras

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Observation walkthrough forms and tracker

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

Reading data

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***


Analyzing students individual report through NWEA



**G1.B2** Students do not have an adequate knowledge based of foundational Math skills. 2

 B115792

**G1.B2.S1** Engaging students in differentiated discussion on Math standards. 4

 S127568

### **Strategy Rationale**

Student discussion of math question where individual students can share and compare solution strategies to asses mathematical understanding.

### **Action Step 1** 5

Students will create interactive notebook.

#### **Person Responsible**

Yudibeth Veras

#### **Schedule**

Weekly, from 8/18/2014 to 6/4/2015

#### ***Evidence of Completion***

Lesson Plan checklist, Observation and interactive notebook.

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

Lesson Plans and Observations

#### **Person Responsible**

Yudibeth Veras

#### **Schedule**

On 6/4/2015

#### ***Evidence of Completion***

Weekly lesson plan checklist and Observation Tool

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

Observation checklist and standard master tracking

**Person Responsible**

Yudibeth Veras


**Schedule**

Quarterly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Observation checklist and standard master tracking

**G1.B3** Students are not provided regular opportunities to complete differentiated hands-on science labs 2

 B115838

**G1.B3.S1** Teachers will vary the degree of complexity of lab experiment. 4

 S128014

**Strategy Rationale**

A student with above or below grade-level skills will benefit from hands on science lab at the appropriate labs.

**Action Step 1** 5

Students will complete a variety of differentiated science lab activities.

**Person Responsible**

Yudibeth Veras

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Observations, Lesson Plan and lab tracking sheet

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

Observations and lesson plans

**Person Responsible**

Yudibeth Veras

**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Walk-throughs checklist and lesson plans checklist

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

Completion of grade level science standard

**Person Responsible**

Yudibeth Veras

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Science standard checklist

**G1.B4** Students are not provided access to differentiated social studies text. 2

B115962

**G1.B4.S1** Through the use of current events students will given the opportunity to choose topics of interest. 4

S128093

### Strategy Rationale

By providing students with a wide variety of article choices, they will increase their knowledge of world events.

### Action Step 1 5

Students will use internet sources to read and choose a current event where they will complete a related activity.

#### Person Responsible

Yudibeth Veras

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Current events

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Observations and Lesson Plans

#### Person Responsible

Yudibeth Veras

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Observation Tool and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Increase of non-fiction test scores

**Person Responsible**

Yudibeth Veras


**Schedule**

Quarterly, from 8/25/2014 to 5/25/2015


**Evidence of Completion**

NWEA Data


**G2.** Keys Gate Charter High School will increase attendance, behavior and academic performance for students identified as at-risk. 1

 G046334

**G2.B1** The students identified in the Early Warning System are arriving late to school, scoring a level 1 on ELA and Math Statewide Assessments, and have an increase number of outdoor suspensions due to their lack of motivation and accountability. 2

 B114807

**G2.B1.S1** Parents are required to park and sign their child when tardy. 4

 S128267

**Strategy Rationale**

Parents are taken responsibility for having their child to school on time.

**Action Step 1** 5

Parents are inform via- parent link and the handbook of the new tardy policy.

**Person Responsible**

Witnery Garcia

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Signed Tardy logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review of the tardy logs

**Person Responsible**

Rockell Bartoli

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Decreased tardies

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Regular Parent Links will be to sent to remind parents of the new tardy policy

**Person Responsible**

Witnery Garcia


**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Decrease of tardies.

**G2.B1.S2** On-line skills-based tutorial program 4

 S138405

**Strategy Rationale**

Through the use of systematic review, students will have differentiated instruction in reading and math to increase their state scores.

**Action Step 1** 5

Students will use standards based on-line programs, such as, Reading Plus and Think Through Math to increase their understanding and performance on state assessment.

**Person Responsible**

Yudibeth Veras

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

On-line programs custom student reports.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review of weekly program implementation through program reports

**Person Responsible**

Yudibeth Veras

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Programs reports will track student use and growth

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monthly review of on-line use

**Person Responsible**

Yudibeth Veras


**Schedule**

Monthly, from 10/7/2014 to 6/4/2015

**Evidence of Completion**

Class increase of student usage data

**G2.B1.S3 Implementation of discipline referral system** 4

 S138415

**Strategy Rationale**

Student will know all expectations and results if procedures and rules are not followed.

**Action Step 1** 5

Students will attend an expectations assembly at the beginning of the year where the Dean will review rules and the discipline procedures for all instances, Implementation of Restorative Justice in Schools.

**Person Responsible**

Jamaal Fairley

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Tracking through discipline referral forms.



**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

The Dean will review each disciplinary referral for proper procedures of the three step tiered system.

**Person Responsible**

Jamaal Fairley

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Discipline referrals and input into ISIS.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

The dean will conference with the referring teacher to determine the tier of the incident (s) according to the discipline referral form.

**Person Responsible**

Jamaal Fairley


**Schedule**

Daily, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Decrease in suspension.


**G3.** Keys Gate Charter High School will increase student preparedness for college and career readiness through STEM initiatives. **1**

 G046336

**G3.B1** Students are not provided with enough STEM opportunities. **2**

 B115095

**G3.B1.S1** Science Labs **4**

 S126677

### Strategy Rationale

Exposure to hand-on Scientific activities.

### Action Step 1 **5**

The students will take part in science labs.

#### Person Responsible

Yudibeth Veras

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Lesson plans and classroom observation

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Observations forms and reviewing lesson plans

#### Person Responsible

Yudibeth Veras

#### Schedule

Weekly, from 8/25/2014 to 10/31/2014

#### Evidence of Completion

Lesson Plans checklist and observation forms

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Number of STEM experiences students participate in

**Person Responsible**

Yudibeth Veras


**Schedule**

Quarterly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

List of STEM related labs


**G4.** Keys Charter High School will increase parent involvement within school programs and activities to improve student achievement. 1

 G046338

**G4.B1** Lack of parent participation at school sponsored parents nights 2

 B115769

**G4.B1.S1** Specific Parent Nights 4

 S127444

**Strategy Rationale**

More specific data

**Action Step 1** 5

Development a calendar of events

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Calendar and flyers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Pre-Planned on events calendar and increase attendance at events

**Person Responsible**

Yudibeth Veras

**Schedule**

**Evidence of Completion**

Calendar of events and sign in logs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Exit slips and or survey

**Person Responsible**

Yudibeth Veras

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Exit slips responses and survey data

**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
G3.B1.S1.A1	The students will take part in science labs.	Veras, Yudibeth	8/25/2014	Lesson plans and classroom observation	5/29/2015 weekly
G4.B1.S1.A1	Development a calendar of events	Veras, Yudibeth	9/1/2014	Calendar and flyers	5/29/2015 quarterly
G1.B1.S1.A1	Targeted small group instruction through ELA.	Veras, Yudibeth	9/1/2014	Monthly assessment	5/29/2015 weekly
G1.B2.S1.A1	Students will create interactive notebook.	Veras, Yudibeth	8/18/2014	Lesson Plan checklist, Observation and interactive notebook.	6/4/2015 weekly
G1.B3.S1.A1	Students will complete a variety of differentiated science lab activities.	Veras, Yudibeth	8/25/2014	Observations, Lesson Plan and lab tracking sheet	6/4/2015 weekly
G1.B4.S1.A1	Students will use internet sources to read and choose a current event where they will complete a related activity.	Veras, Yudibeth	8/25/2014	Current events	5/29/2015 weekly
G2.B1.S1.A1	Parents are inform via- parent link and the handbook of the new tardy policy.	Garcia, Witnery	8/18/2014	Signed Tardy logs	6/4/2015 daily

**Dade - 7050 - Keys Gate Charter High School - 2014-15 SIP**  
*Keys Gate Charter High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Students will use standards based on-line programs, such as, Reading Plus and Think Through Math to increase their understanding and performance on state assessment.	Veras, Yudibeth	8/18/2014	On-line programs custom student reports.	6/4/2015 monthly
G2.B1.S3.A1	Students will attend an expectations assembly at the beginning of the year where the Dean will review rules and the discipline procedures for all instances, Implementation of Restorative Justice in Schools.	Fairley, Jamaal	8/18/2014	Tracking through discipline referral forms.	6/4/2015 daily
G1.MA1	NWEA data and Interim assessments	Veras, Yudibeth	9/1/2014	NWEA data reports and Interim reports	5/29/2015 quarterly
G1.B2.S1.MA1	Observation checklist and standard master tracking	Veras, Yudibeth	9/1/2014	Observation checklist and standard master tracking	6/4/2015 quarterly
G1.B2.S1.MA1	Lesson Plans and Observations	Veras, Yudibeth	9/2/2014	Weekly lesson plan checklist and Observation Tool	6/4/2015 one-time
G1.B1.S1.MA1	Reading data	Veras, Yudibeth	9/1/2014	Analyzing students individual report through NWEA	5/29/2015 quarterly
G1.B1.S1.MA1	Teacher Observations	Veras, Yudibeth	9/1/2014	Observation walkthrough forms and tracker	5/29/2015 weekly
G1.B3.S1.MA1	Completion of grade level science standard	Veras, Yudibeth	8/18/2014	Science standard checklist	6/4/2015 biweekly
G1.B3.S1.MA1	Observations and lesson plans	Veras, Yudibeth	8/25/2014	Walk-throughs checklist and lesson plans checklist	6/4/2015 biweekly
G1.B4.S1.MA1	Increase of non-fiction test scores	Veras, Yudibeth	8/25/2014	NWEA Data	5/25/2015 quarterly
G1.B4.S1.MA1	Observations and Lesson Plans	Veras, Yudibeth	8/25/2014	Observation Tool and Lesson Plans	5/29/2015 weekly
G2.MA1	ISIS reports will be run to monitor student attendance and suspensions. Students scoring low on State Assessments will be monitored through Intervention Programs.	Garcia, Witnery	8/18/2014	Increase in attendance and a decrease of tardies, decrease in suspensions, and a decrease of Level 1 students on State Assessments.	6/4/2015 daily
G2.B1.S1.MA1	Regular Parent Links will be to sent to remind parents of the new tardy policy	Garcia, Witnery	8/18/2014	Decrease of tardies.	6/4/2015 biweekly
G2.B1.S1.MA1	Review of the tardy logs	Bartoli, Rockell	8/18/2014	Decreased tardies	6/4/2015 daily
G2.B1.S2.MA1	Monthly review of on-line use	Veras, Yudibeth	10/7/2014	Class increase of student usage data	6/4/2015 monthly
G2.B1.S2.MA1	Review of weekly program implementation through program reports	Veras, Yudibeth	8/18/2014	Programs reports will track student use and growth	6/4/2015 monthly
G2.B1.S3.MA1	The dean will conference with the referring teacher to determine the tier of the incident (s) according to the discipline referral form.	Fairley, Jamaal	8/18/2014	Decrease in suspension.	6/4/2015 daily
G2.B1.S3.MA1	The Dean will review each disciplinary referral for proper procedures of the three step tiered system.	Fairley, Jamaal	8/18/2014	Discipline referrals and input into ISIS.	6/4/2015 daily
G3.MA1	District Interim	Veras, Yudibeth	8/25/2014	Data Report	5/25/2015 quarterly
G3.B1.S1.MA1	Number of STEM experiences students participate in	Veras, Yudibeth	8/25/2014	List of STEM related labs	6/4/2015 quarterly
G3.B1.S1.MA1	Observations forms and reviewing lesson plans	Veras, Yudibeth	8/25/2014	Lesson Plans checklist and observation forms	10/31/2014 weekly
G4.MA1	On going data from students and feedback from parent night	Veras, Yudibeth	9/1/2014	Surveys and/or exit tickets, sign in sheets, increased academic achievement.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Exit slips and or survey	Veras, Yudibeth	9/1/2014	Exit slips responses and survey data	5/29/2015 quarterly
G4.B1.S1.MA1	Pre-Planned on events calendar and increase attendance at events	Veras, Yudibeth	9/1/2014	Calendar of events and sign in logs	quarterly

**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.** Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement.

**G1.B1** Students are not provided enough individualize targeted instruction in ELA.

**G1.B1.S1** Teachers assigned groups based on readiness of ELA standards.

### PD Opportunity 1

Targeted small group instruction through ELA.

#### Facilitator

Yudibeth Veras

#### Participants

All ELA teachers

#### Schedule

Weekly, from 9/1/2014 to 5/29/2015

**G1.B2** Students do not have an adequate knowledge based of foundational Math skills.

**G1.B2.S1** Engaging students in differentiated discussion on Math standards.

### PD Opportunity 1

Students will create interactive notebook.

#### Facilitator

Yudibeth Veras

#### Participants

All Math Teachers

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

**G1.B3** Students are not provided regular opportunities to complete differentiated hands-on science labs

**G1.B3.S1** Teachers will vary the degree of complexity of lab experiment.

**PD Opportunity 1**

Students will complete a variety of differentiated science lab activities.

**Facilitator**

Yudibeth Veras

**Participants**

All Science Teachers

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**G2.** Keys Gate Charter High School will increase attendance, behavior and academic performance for students identified as at-risk.

**G2.B1** The students identified in the Early Warning System are arriving late to school, scoring a level 1 on ELA and Math Statewide Assessments, and have an increase number of outdoor suspensions due to their lack of motivation and accountability.

**G2.B1.S3** Implementation of discipline referral system

**PD Opportunity 1**

Students will attend an expectations assembly at the beginning of the year where the Dean will review rules and the discipline procedures for all instances, Implementation of Restorative Justice in Schools.

**Facilitator**

Yudibeth Veras

**Participants**

Teachers

**Schedule**

Daily, from 8/18/2014 to 6/4/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement.	5,703
<b>Grand Total</b>	<b>5,703</b>

### Goal 1: Keys Gate Charter High School will provide Differentiated Instruction in all core subject to increase student achievement.

Description	Source	Total
<b>B1.S1.A1</b> - EESAC Funds	School Improvement Funds	1,901
<b>B2.S1.A1</b> - EESAC Funds	School Improvement Funds	1,901
<b>B3.S1.A1</b> - EESAC Funds	School Improvement Funds	1,901
<b>Total Goal 1</b>		<b>5,703</b>