

Keys Gate Charter School



2014-15 School Improvement Plan

Keys Gate Charter School

2000 SE 28TH AVE, Homestead, FL 33035

<http://www.keyscharter.org/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

Yes

Minority

83%

School Grades History

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

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Keys Gate Charter 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 Keys Gate Charter 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

By the end of the first month of school, teachers survey their students and parents of their ethnic descent. Cultural awareness is created through events like, Hispanic Heritage Month and Social Studies projects. Responsive Classroom, a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate, is used in each classroom. The Responsive Classroom approach in our school was created to give a safe, joyful and challenging learning environment for every child. With implementation of the Morning Meeting, students spend time each morning sharing and listening to others as they answer appropriate questions posed by the facilitator.

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

Students are greeted by teachers and office staff as they enter the building. Teachers also model how to greet other adults as they pass through the halls. A culture of respect toward adults and their peers is instilled throughout the day.

Each classroom and office houses a "Security Quick-Reference Chart" for direct reference in emergency situations. Set procedures are in place for fire drills, code red, code yellow, bomb threats, severe weather, and nuclear evacuations. Fire drills are practiced on a monthly basis and the code red and yellow drills are quarterly. All other threat procedures are reviewed in individual classrooms. Students practice and feel comfortable to react in an instant for any threat.

Students are monitored in before-care and after-care environments according to the school day hours. As students arrive to school, there is a staff member responsible for monitoring students in a safe environment. During dismissal procedures, staff are assigned at various posts to ensure safety as students leave the premises.

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

Faculty is trained through the "Responsive Classroom Discipline" program. Through this program educators are trained on how to effectively address students about infractions while maintaining the behavioral protocol set by administration. Students are given concise behavioral expectations through a beginning of the year expectation assembly and are reviewed on a consistent basis in the classroom. The behavioral system is enforced on a fair and consistent basis with each infraction in order to maximize instructional time. A three tiered behavior plan is used by all teachers to track and monitor discipline issues. Parents are notified from the beginning of the discipline Tiers and the school Dean is brought in to the action plan on Tier II. After school detentions are held twice a week for minor infractions and Saturday detentions are held for repeated or severe infractions.

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

The school has a certified, trained counselor on staff for students to see when needed. Schedules are created for the counselor to visit with small groups to keep students feeling safe with their emotions and personal growth throughout the year. The Student Service Coordinator reviews and verifies all individual plans for ESE, ESOL, and 504 students. IEP's are followed and meetings are held according to the appropriate timelines. In the classroom, teachers follow the ESE/ESOL IEP accommodations and document accordingly in lesson plans. A mentoring program has been implemented for high-needs students where a designated teacher checks in with trouble students to discuss progress and behavior in class.

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
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	36	35	33	26	27	24	27	43	45	296	
One or more suspensions	3	1	4	9	18	8	28	25	28	124	
Course failure in ELA or Math	0	0	0	11	16	8	19	1	2	57	
Level 1 on statewide assessment	0	0	0	49	60	75	75	81	72	412	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students exhibiting two or more indicators	3	1	4	15	18	13	25	30	28	137	

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 Assisstant 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 Elementary 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
Gonzalez, Jennifer	Assistant Principal
Thermes, Jennifer	Assistant Principal
Veras, Yudibeth	Instructional Coach
Corum, Anita	Instructional Coach
Beltran, Sandra	Dean
Malave , Lorena	Administrative Support
Harris, Andrea	Administrative Support
Fults, Rachel	Administrative Support
Fernandez, Barbara	Guidance Counselor
Jorge, Jody	Guidance Counselor
Sagion, Margarita	Teacher, ESE
Arce, Diana	Teacher, ESE
Garcia, Yvette	Teacher, ESE
Garcia, Sarah	Teacher, ESE
VanDemark, Kimberly	Teacher, K-12
Gerry, Wendy	Teacher, K-12
Bethel, Soccoro	Teacher, K-12
Berger, Maria	Teacher, K-12
Horowitz, Elana	Teacher, K-12
Morganroth, Patricia	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 SIP; monitoring progress of the SIP.

Assistant Principals: Jennifer Gonzalez, Jennfier Thermes, 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.

Mentors: Anita Corum, Sitara Montero, Yudibeth Veras: providing support to instructional personnel as it relates to academic achievement of students.

ESE Specialists: Lorena Malave, Andrea Harris, Rachel Fults: tracking ESE student's progress; meeting with parents and stakeholders to advise of any necessary modifications in the implementation of MTSS.

Counselors: Barbara Fernandez, Sandra Johnson: Responsible for providing support and sharing expertise with teachers, staff and families in the areas of academic, emotional, behavioral, and social success.

ESE Teachers: Margarita Saigon, Diane Arce, Yvette Garcia, Sarah Garcia, Jody Jorge: Responsible for providing support and collaborating with general education teachers. Implementing IEP's for respective students to ensure their success.

Intervention Specialists: Kim VanDemark, Socorro Bethel, Wendy Gerry, Maria Berger, Elana Horowitz, Patricia Morgenroth: 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 and resources

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

The MTSS continuously problem solves and evaluates the SIP efforts and dictates strategies for the next year's SIP. 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 MTSS 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
Lynda Melton	Teacher
Ilda Parrales	Teacher
Elana Horowitz	Teacher
Maribel Montes	Teacher
Yadira Barroso	Teacher
Alexis Epstein	Teacher
Ellen Sorda	Parent
Elizabeth Foster	Parent
Lorena Malave	Education Support Employee
Carol Mertens	Business/Community
Corinne Baez	Principal

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 School Improvement Plan. Then recommends ways to increase proficiency for the following school year.

Development of this school improvement plan

The School's EESAC is charged with the progress monitoring of the SIP Goals and Strategies throughout the year and must document the process through agendas and minutes of meetings.

Preparation of the school's annual budget and plan

The budget is shared with the EESAC members and the funds that are decided upon support our curriculum needs and align with the 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:

Brain Pop \$1,650

Additional Instructional Aids \$9,695

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
Gonzalez, Jennifer	Assistant Principal
Thermes, Jennifer	Assistant Principal
Garcia, Witnery	
Corum, Anita	Instructional Coach
Veras, Yudibeth	Instructional Coach
Horowitz, Elana	Teacher, K-12
Morganroth, Patricia	Teacher, K-12
VanDemark, Kimberly	Teacher, K-12
Gerry, Wendy	Teacher, K-12
Johnson, Sandra	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 Responsive Classroom Discipline. Throughout the school year, various professional development opportunities are made available. Various trainings, such as, Think Through Math, Mathletics, 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. Each educator goes through a Teacher Performance Evaluation at the end of the school year and given a Performance Raise the following school year. Teachers are

given recruitment bonuses at the end of each school year from qualified teachers that they bring into the school.

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

Keys Gate 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 basis 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 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

Corum, Anita , 942631@dadeschools.net

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

Quarterly Benchmark 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

We provide local preschools the opportunity to bring their students on a field trip to spend the day in our Kindergarten classes to prepare them for the upcoming school year.

We provide scheduled tours of our K-2 building for incoming parents to view our school and it's resources.

Parent information sessions are held to provide training and information on school and statewide assessments.

Provide a summer reading program for incoming students to prepare them for the new school year.

Parent information for incoming students is located on the school website.

College field trips for 6th, 7th, and 8th graders are offered to prepare students for college expectations.

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 presentation on Secondary Education, Career Readiness, College tour field trips, guest 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

Students participate in the Fairchild Challenge to integrate science and writing courses with career and real-world experiences.

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 are offered to middle school students for high school 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 School will provide differentiated instruction in all core subjects to increase student achievement.
- G2.** Keys Gate Charter School will increase attendance, behavior, and academic performance for students identified as at-risk.
- G3.** Keys Gate Charter School will increase student preparedness for college and career readiness through STEM initiatives.
- G4.** Keys Gate Charter 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 School will provide differentiated instruction in all core subjects to increase student achievement. 1a

G045007

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	79.0
AMO Reading - SWD	46.0
AMO Math - SWD	44.0

Resources Available to Support the Goal 2

- Wonderworks Intervention Curriculum
- A-Z Reading
- Newsela
- Common Core Literary Texts
- Tutoring Curriculum
- State Test Specifications
- State Test Question Examples
- Reading Plus
- Mathletics
- Go Math Intervention
- Think Through Math
- Calendar Math

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Common Monthly Assessments, NWEA Benchmarks

Person Responsible

Wendy Gerry

Schedule

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

Evidence of Completion

Individual Student Reports through NWEA and CMAs

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

 G046333

Targets Supported 1b

Indicator	Annual Target
Attendance rate	91.0
Attendance Below 90%	14.0
Attendance Below 90% Grade 06	10.0
Attendance Below 90% Grade 07	17.0
Attendance Below 90% Grade 08	16.0
Truancy rate	1.0
Attendance Below 90% Kindergarten	18.0
Attendance Below 90% Grade 01	16.0
Attendance Below 90% Grade 02	15.0
Attendance Below 90% Grade 03	10.0
Attendance Below 90% Grade 04	11.0
Attendance Below 90% Grade 05	12.0
One or More Suspensions	6.0
1+ Suspensions Grade 06	1.0
1+ Suspensions Grade 07	1.0
1+ Suspensions Grade 08	1.0
1+ Suspensions Kindergarten	0.0
1+ Suspensions Grade 01	0.0
1+ Suspensions Grade 02	0.0
1+ Suspensions Grade 03	0.0
1+ Suspensions Grade 04	1.0
1+ Suspensions Grade 05	0.0
Students exhibiting two or more EWS indicators (Total)	6.0
Students in sixth grade exhibiting two or more EWS indicators	9.0
Students in seventh grade exhibiting two or more EWS indicators	10.0
Students in eighth grade exhibiting two or more EWS indicators	10.0
Students in kindergarten exhibiting two or more EWS indicators	1.0
Students in first grade exhibiting two or more EWS indicators	0.0
Students in second grade exhibiting two or more EWS indicators	2.0
Students in third grade exhibiting two or more EWS indicators	6.0
Students in fourth grade exhibiting two or more EWS indicators	7.0
Students in fifth grade exhibiting two or more EWS indicators	7.0
Level 1 - All Grades	10.0
Level 1 - Grade 06	28.0
Level 1 - Grade 07	28.0
Level 1 - Grade 08	26.0
Course Failures ELA	0.0
Course Failures Mathematics	2.0
Level 1 - Grade 04	24.0
Level 1 - Grade 05	38.0
Non-proficient Reading by Grade 03	19.0
2+ Course Failures - Middle Grades	0.0

Resources Available to Support the Goal **2**

- Parent Links
- Tutoring
- Intervention Classes
- Disciplinary Tracking
- Responsive Classroom Discipline
- Incentive Plan

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

Jennifer Gonzalez

Schedule

Monthly, from 8/25/2014 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 School will increase student preparedness for college and career readiness through STEM initiatives. 1a

G046335

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Fairchild Challenge
- Odyssey of the Mind
- Science Fair
- Field Trips

Targeted Barriers to Achieving the Goal 3

- Students are not provided with enough STEM opportunities.

Plan to Monitor Progress Toward G3. 8

District interims

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

Data reports

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

G046337

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Parent Link
- PTSO
- Flyers
- Marquee

Targeted Barriers to Achieving the Goal 3

- There is a lack of parent participation at school sponsored parent nights.

Plan to Monitor Progress Toward G4. 8

On going data from students and feedback from parent nights

Person Responsible

Anita Corum

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 School will provide differentiated instruction in all core subjects to increase student achievement. **1**

 G045007

G1.B1 Student are not provided enough individualized targeted instruction in ELA. **2**

 B111565

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

 S127460

Strategy Rationale

This strategy allows students to work with a wide variety of peers and keeps them from being labeled as advance or struggling.

Action Step 1 **5**

Targeted small group instruction during ELA.

Person Responsible

Wendy Gerry

Schedule

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

Evidence of Completion

Monthly assessments.

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

Observations

Person Responsible

Wendy Gerry

Schedule

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

Evidence of Completion

Observation walk-through forms and trackers

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

Reading data

Person Responsible

Wendy Gerry


Schedule

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

Evidence of Completion

Common Monthly Assessments and NWEA Benchmark Assessments

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

 B126480

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

 S138493

Strategy Rationale

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

Action Step 1 5

Students will create interactive math notebooks.

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

lesson plans, observations, and interactive notebooks

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

Lesson plans and observations

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

Weekly lesson plan checklists and observation forms

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

Observations checklist and standards mastery tracking

Person Responsible

Anita Corum


Schedule

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


Evidence of Completion

Observation checklist and standards mastery tracking

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

 B126481

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

 S138501

Strategy Rationale

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

Action Step 1 5

Students will complete a variety of differentiated science lab activities.

Person Responsible

Anita Corum

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Observations and science lesson plans

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

Observation and lesson plans

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

Observation checklists and lesson plans

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

Observations

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

Lesson plans and observation checklists

G1.B4 Students do not have access to differentiated social studies texts. 2

 B126482

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

 S138509

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

Anita Corum

Schedule

Monthly, 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

Anita Corum

Schedule

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

Evidence of Completion

Observation checklist and lesson plans

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

Increase on non-fiction test scores

Person Responsible

Anita Corum


Schedule

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


Evidence of Completion

NWEA test results


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

 G046333

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

 B116555

G2.B1.S1 Parents are required to park and sign in their students when tardy 4

 S128264

Strategy Rationale

Parents will take responsibility for having their child to school on-time.

Action Step 1 5

Parents are informed via Parent Link and the handbook of the new tardy policy.

Person Responsible

Jennifer Gonzalez

Schedule

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

Evidence of Completion

Signed Tardy Logs

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

Regular review of the tardy logs.

Person Responsible

Barbara Fernandez

Schedule

Daily, from 8/25/2014 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 sent to remind parents of the new tardy policy.

Person Responsible

Jennifer Gonzalez

Schedule

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

Evidence of Completion

Decrease of tardies.

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

S138368

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, Mathletics, and Think Through Math to increase their understanding and performance on state assessments.

Person Responsible

Anita Corum

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

On-line programs and custom student reports

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

Review of weekly program implementation through program reports

Person Responsible

Anita Corum

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Program reports will track student use and growth

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

Monthly review of on-line program use

Person Responsible

Anita Corum

Schedule

On 5/29/2015

Evidence of Completion

Class increase of student usage data

G2.B1.S3 Implementation of discipline referral system 4

 S138370

Strategy Rationale

Students 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 all rules and the discipline referral form. Teachers will follow the discipline procedures for all instances. School wide implementation of Responsive Classroom Discipline.

Person Responsible

Sandra Beltran

Schedule

On 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 discipline referral for proper procedure of the three step tiered system.

Person Responsible

Sandra Beltran

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


Schedule

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


Evidence of Completion

Decrease in suspensions


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

 G046335

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

 B115094

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

 S126689

Strategy Rationale

Exposure to hands on Scientific activities

Action Step 1 **5**

The students will take part in science labs.

Person Responsible

Anita Corum

Schedule

Weekly, from 8/25/2014 to 5/28/2015

Evidence of Completion

Lesson plans and observations

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

Observation forms and review of lesson plans

Person Responsible

Anita Corum

Schedule

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

Evidence of Completion

Lesson plan checklist and observation forms

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

Number of STEM experiences students participate in

Person Responsible

Anita Corum

Schedule

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


Evidence of Completion

List of STEM related labs.


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

 G046337

G4.B1 There is a lack of parent participation at school sponsored parent nights. 2

 B115212

G4.B1.S1 Specific Parent Nights 4

 S126824

Strategy Rationale

More specific data driven parent nights

Action Step 1 5

Development a calendar of events for parent nights.

Person Responsible

Anita Corum

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

Anita Corum

Schedule

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

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

Anita Corum

Schedule

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

Evidence of Completion

exit slip responses and or 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.	Corum, Anita	8/25/2014	Lesson plans and observations	5/28/2015 weekly
G4.B1.S1.A1	Development a calendar of events for parent nights.	Corum, Anita	9/1/2014	Calendar and flyers	5/29/2015 quarterly
G1.B1.S1.A1	Targeted small group instruction during ELA.	Gerry, Wendy	8/25/2014	Monthly assessments.	6/4/2015 daily
G2.B1.S1.A1	Parents are informed via Parent Link and the handbook of the new tardy policy.	Gonzalez, Jennifer	8/25/2014	Signed Tardy Logs	6/4/2015 daily
G2.B1.S2.A1	Students will use standards based on-line programs, such as, Reading Plus, Mathletics, and Think Through Math to increase their understanding and performance on state assessments.	Corum, Anita	9/22/2014	On-line programs and custom student reports	5/29/2015 monthly
G2.B1.S3.A1	Students will attend an expectations assembly at the beginning of the year	Beltran, Sandra	8/18/2014	Tracking through discipline referral forms	6/4/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	where the Dean will review all rules and the discipline referral form. Teachers will follow the discipline procedures for all instances. School wide implementation of Responsive Classroom Discipline.				
G1.B2.S1.A1	Students will create interactive math notebooks.	Corum, Anita	8/25/2014	lesson plans, observations, and interactive notebooks	5/29/2015 weekly
G1.B3.S1.A1	Students will complete a variety of differentiated science lab activities.	Corum, Anita	9/22/2014	Observations and science lesson plans	5/29/2015 biweekly
G1.B4.S1.A1	Students will use internet sources to read and choose a current event where they will complete a related activity.	Corum, Anita	8/25/2014	Current events	5/29/2015 monthly
G1.MA1	Common Monthly Assessments, NWEA Benchmarks	Gerry, Wendy	8/25/2014	Individual Student Reports through NWEA and CMAs	6/4/2015 monthly
G1.B1.S1.MA1	Reading data	Gerry, Wendy	8/25/2014	Common Monthly Assessments and NWEA Benchmark Assessments	6/4/2015 monthly
G1.B1.S1.MA1	Observations	Gerry, Wendy	8/25/2014	Observation walk-through forms and trackers	6/4/2015 monthly
G1.B2.S1.MA1	Observations checklist and standards mastery tracking	Corum, Anita	8/25/2014	Observation checklist and standards mastery tracking	5/29/2015 biweekly
G1.B2.S1.MA1	Lesson plans and observations	Corum, Anita	8/25/2014	Weekly lesson plan checklists and observation forms	5/29/2015 biweekly
G1.B3.S1.MA1	Observations	Corum, Anita	8/25/2014	Lesson plans and observation checklists	5/29/2015 weekly
G1.B3.S1.MA1	Observation and lesson plans	Corum, Anita	8/25/2014	Observation checklists and lesson plans	5/29/2015 biweekly
G1.B4.S1.MA1	Increase on non-fiction test scores	Corum, Anita	8/25/2014	NWEA test results	5/29/2015 quarterly
G1.B4.S1.MA1	Observations and lesson plans	Corum, Anita	8/25/2014	Observation checklist and lesson plans	5/29/2015 monthly
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.	Gonzalez, Jennifer	8/25/2014	Increase in attendance and a decrease of tardies, decrease in suspensions, and a decrease of Level 1 students on State Assessments.	6/4/2015 monthly
G2.B1.S1.MA1	Regular Parent Links will be sent to remind parents of the new tardy policy.	Gonzalez, Jennifer	8/25/2014	Decrease of tardies.	6/4/2015 weekly
G2.B1.S1.MA1	Regular review of the tardy logs.	Fernandez, Barbara	8/25/2014	Decreased tardies	6/4/2015 daily
G2.B1.S2.MA1	Monthly review of on-line program use	Corum, Anita	9/22/2014	Class increase of student usage data	5/29/2015 one-time
G2.B1.S2.MA1	Review of weekly program implementation through program reports	Corum, Anita	9/22/2014	Program reports will track student use and growth	5/29/2015 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.		8/18/2014	Decrease in suspensions	6/4/2015 daily
G2.B1.S3.MA1	The dean will review each discipline referral for proper procedure of the three step tiered system.	Beltran, Sandra	8/18/2014	Discipline referrals and input into ISIS	6/4/2015 daily
G3.MA1	District interims	Corum, Anita	8/25/2014	Data reports	5/29/2015 quarterly
G3.B1.S1.MA1	Number of STEM experiences students participate in	Corum, Anita	8/25/2014	List of STEM related labs.	6/4/2015 quarterly
G3.B1.S1.MA1	Observation forms and review of lesson plans	Corum, Anita	8/25/2014	Lesson plan checklist and observation forms	10/31/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	On going data from students and feedback from parent nights	Corum, Anita	9/1/2014	surveys and/or exit tickets, sign in sheets, increased academic achievement	5/29/2015 quarterly
G4.B1.S1.MA1	Exit slips and or survey	Corum, Anita	9/1/2014	exit slip responses and or survey data	5/29/2015 quarterly
G4.B1.S1.MA1	Pre-planned on events calendar and increase attendance at events	Corum, Anita	9/1/2014	Calendar of events and sign in logs	5/29/2015 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 School will provide differentiated instruction in all core subjects to increase student achievement.

G1.B1 Student are not provided enough individualized targeted instruction in ELA.

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

PD Opportunity 1

Targeted small group instruction during ELA.

Facilitator

Anita Corum

Participants

All ELA teachers

Schedule

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

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

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

PD Opportunity 1

Students will create interactive math notebooks.

Facilitator

Anita Corum

Participants

All Math teachers

Schedule

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

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 experiments.

PD Opportunity 1

Students will complete a variety of differentiated science lab activities.

Facilitator

Anita Corum

Participants

all Science teachers

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

G2. Keys Gate Charter 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 all rules and the discipline referral form. Teachers will follow the discipline procedures for all instances. School wide implementation of Responsive Classroom Discipline.

Facilitator

Anita Corum

Participants

All Teachers

Schedule

On 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
Goal 1: Keys Gate Charter School will provide differentiated instruction in all core subjects to increase student achievement.	11,469
Grand Total	11,469

Goal 1: Keys Gate Charter School will provide differentiated instruction in all core subjects to increase student achievement.

Description	Source	Total
B1.S1.A1 - EESAC Funds	School Improvement Funds	3,823
B2.S1.A1 - EESAC Funds	School Improvement Funds	3,823
B3.S1.A1 - EESAC funds	School Improvement Funds	3,823
Total Goal 1		11,469