Gateway High School

2021-22 Schoolwide Improvement Plan

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Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: James Long

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To enhance the students' academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and increasingly diverse society.

Provide the school's vision statement.

Gateway High School's vision is The School District's vision which is:
"Inspiring all learners to reach their highest potential as responsible, productive citizens."

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Long, James	Principal	Supervise and evaluate staff. Communicate with all stakeholders. Ensure safety and security of campus and all stakeholders. Manage budget and ordering of supplies/ resources.
Briggs, Shelly	Dean	Supervise discipline and referrals. Ensure safety of the school campus. Work with teachers to implement effective classroom discipline strategies. Supervise after-school activities. Supervise bus loading and unloading before and after school. SAC Coordinator and Monitor and track data for PBIS and Restorative Practice. Perform duties as Lead Dean.
Piper, Heather	Instructional Coach	The IB Coordinator shall provides leadership, administrative and supervisory skills for the educational development of students and staff, as well as to promote appropriate parent and community awareness. GENERAL DUTIES AND RESPONSIBILITIES • Coordinate and supervise all activities and programs related to the IB Program. • Contribute to school-wide leadership and planning as part of the leadership team. •Other duties as assigned by the Secondary Principal or Head of School.
Ponzoa, Yvette	Assistant Principal	Position is responsible for assisting the school principal in the planning, organization, administration, and management of an assigned secondary school. Responsibilities: a. Manage computer services for the administration of the building: grading, academic history, GPA, master scheduling student information, and attendance as assigned by the building principal. b. f. Establishes and maintains the various extra-curricular and co-curricular activities which are sponsored by the high school; recruits and supervises the faculty advisor for each student activity; implements the rules governing the students participating in student activities; assists the principal in the planning for the baccalaureate and graduation; supervises extra co-curricular activities in the school at the direction of the principal

Name	Title	Job Duties and Responsibilities	
Swartz, Jeremiah	Math Coach		he Math Coach supports all staff he is assigned to in the implementation of the site mathematics plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional developments.
Graw-Gonzalez, Myrmarie	Assistant Principal		Position is responsible for assisting the school principal in the planning, organization, administration, and management of an assigned secondary school. Responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.
Whitbread, Gemma	Dean		A high school dean of students is an education professional who is responsible for the academic progress of students. She promotes good attendance rates and ensures school safety and the prevention of campus violence. Responsibilities: - PBIS Coordinator - New Teacher Coordinator - School Transportation Representative
Jacobson, Dana	Other	College and Career Counselor	The primary role of a College Counselor is to assist third- and fourth-year high school students with the preparation of necessary college entrance documentation and ensure that these students are meeting all requirements to enter a college upon graduating from high school. Responsibilities: - Meet with seniors to develop a post secondary plan. - Help students complete their FAFSA form - Guide students and others in understanding and utilizing Naviance, the college admission data management system. Provide guidance and resources and teach tools to navigate the college search and application process. - Guide students and their parents/guardians through the college admissions and application process.

Name	Title	Job Duties and Responsibilities	
James, Travis	Other	Athletic Director	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by a school or an institution. This includes the hiring of staff and coaches, ordering equipment for teams, promoting events, matches, and meets. Responsibilities: 1. Coordinates the 9-12 athletic program in collaboration with principals and coaches to ascertain programmatic needs on an annual basis, as well as prior to each season to insure consistency of program. 2. Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal. 3. Supervises and evaluates all coaches at the high school level.
Mehta, Nahida	Other	Testing Coordinator	Coordinates and supervises implementation and administration of GHS testing programs. Responsibilities: •Adhere to all state policy regarding the reporting of security breaches and/or infractions •Assure the security of all secure testing documents •Adhere to all established timelines •Assure the accurate completion of all testing documents
Nunez, Jasmin	Other	Media Specialist	POSITION PURPOSE: To provide the leadership and expertise required to ensure that GHS library media program is aligned with the mission, goals, and objectives of the school and is an integral component of the school's instructional program. Experience with instruction on information and technology literacy skills, including the research process • Experience in evaluating and selecting print and digital resources • Expertise in basic technology, including computer operation, productivity software, and basic network knowledge • Communication skills, including the ability to proactively collaborate with students and staff • Knowledge of instructional methods, strategies, and pedagogy

Name	Title	Job Duties and Responsibilities
Harris, Demetrik	Assistant Principal	rimary Purpose: Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services. Responsibilities: a. Assists in the establishment of goals and objectives for the school. b. Provides leadership in planning, implementing and evaluating instructional programs. c. Provides leadership in teaching techniques, innovation and class organization.
Razack, Shaleeza	Science Coach	The Science and PLC Coach supports all staff she is assigned to in the implementation of the site science plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional developments. She also will assist PLC teams in creating norms, goals and creating strategies to improve instruction and learning through analyzing assessment data.
Ezzair, Karima	Reading Coach	The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Towers, Michelle	Instructional Coach	Responsible for MTSS and graduation.
Nieves, Jesenia	Dean	A high school dean of students is an education professional who is responsible for the academic progress of students. She promotes good attendance rates and ensures school safety and the prevention of campus violence.
Azza Patel, Savita	Attendance/ Social Work	The social worker helps clients handle everyday life problems. They often assist clients who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse.

Demographic Information

Principal start date

Tuesday 7/16/2019, James Long

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

1,761

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

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

17

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	438	474	434	402	1748
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	184	175	151	614
One or more suspensions	0	0	0	0	0	0	0	0	0	15	7	14	1	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	108	119	73	316
Course failure in Math	0	0	0	0	0	0	0	0	0	23	86	72	58	239
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	85	128	105	79	397
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	163	96	67	430
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	124	130	81	377

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	4	7	22	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	6	6	11	29

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	489	424	382	395	1690
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	26	30	40	139
One or more suspensions	0	0	0	0	0	0	0	0	0	46	65	66	46	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	44	34	37	117
Course failure in Math	0	0	0	0	0	0	0	0	0	13	59	33	25	130
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	114	107	107	91	419
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	109	74	73	59	315

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	101	100	95	78	374

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	6	8	6	28

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	489	424	382	395	1690
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	26	30	40	139
One or more suspensions	0	0	0	0	0	0	0	0	0	46	65	66	46	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	44	34	37	117
Course failure in Math	0	0	0	0	0	0	0	0	0	13	59	33	25	130
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	114	107	107	91	419
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	109	74	73	59	315

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	101	100	95	78	374

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	6	8	6	28

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%			51%	57%	56%	45%	56%	56%
ELA Learning Gains	43%			50%	48%	51%	48%	54%	53%
ELA Lowest 25th Percentile	40%			30%	43%	42%	34%	47%	44%
Math Achievement	27%			34%	46%	51%	31%	39%	51%
Math Learning Gains	29%			38%	41%	48%	36%	40%	48%
Math Lowest 25th Percentile	33%			35%	46%	45%	43%	46%	45%
Science Achievement	54%			71%	69%	68%	72%	67%	67%
Social Studies Achievement	59%			76%	70%	73%	66%	70%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2021					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison						
10	2021					
	2019	47%	47%	0%	53%	-6%
Cohort Comparison		-47%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	69%	62%	7%	67%	2%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	72%	62%	10%	70%	2%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	26%	49%	-23%	61%	-35%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	44%	-11%	57%	-24%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA 9-12: NWEA from Power Bi
Math 9-12: NWEA from Power Bi
Biology 9-12: SchoolCity
US History 9-12: Data was provided by the district but wasn't broken down by grade level or sub-groups

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	154/52	169/43	164/40
	Economically Disadvantaged	65/44	76/38	68/33
	Students With Disabilities	1/6	4/14	3/10
	English Language Learners	20/26	20/18	21/17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66/20	90/26	81/20
	Economically Disadvantaged	29//16	41/22	42/19
	Students With Disabilities	0/0	2/6	3/9
	English Language Learners	10/11	16/14	15/12
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	103/60	94/55	111/56
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/62	7/57	8/57
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71/45	153/46	129/40
	Economically Disadvantaged	27/36	69/40	57/36
	Students With Disabilities	1/6	1/3	0/0
	English Language Learners	7/19	19/24	10/13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/114	37/18	26/13
	Economically Disadvantaged	17/15	14/12	11/10
	Students With Disabilities	0/0	1/3	0/0
	English Language Learners	9/14	15/21	10/14
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	211/45	181/43	191/43
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	13/42	33/36	31/38
	English Language Learners	14/45	53/45	56/45
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	0/0
	Economically Disadvantaged	N/A	N/A	0/0
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/6	3/2	7/5
	Economically Disadvantaged	2/3	1/1	2/3
	Students With Disabilities	1/5	1/5	0/0
	English Language Learners	0/0	0/0	2/5
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/40	6/42	8/46
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities		2/34	1/25
	English Language Learners		3/44	4/43
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	/34	/38	/45
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/14	0/0	2/17
	Economically Disadvantaged	1/20	0/0	1/13
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	2/33	0/0	1/25
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/28	1/18	1/43
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	1/18	1/43
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	29	25	12	26	31	20	15		87	25
ELL	18	37	40	20	27	27	42	28		89	54
ASN	80	53						80		100	91
BLK	36	39	28	20	37	40	41	66		96	67
HSP	37	43	43	26	28	33	53	51		93	54

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	54	44	35	38	28		69	85		98	70
FRL	30	37	39	24	29	34	48	51		93	49

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	28	20	24	37	39	42	49		90	13
ELL	15	37	29	16	33	36	44	48		79	44
ASN	82	63		75	64			89		95	84
BLK	51	52	27	45	46		74	76		97	59
HSP	47	48	31	30	35	33	68	73		91	48
MUL	73	69		50						100	59
WHT	61	56		40	45		86	90		91	58
FRL	43	46	27	30	36	38	68	71		91	50

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	31	24	14	35	45	42	31		73	10
ELL	11	37	32	17	36	47	51	45		69	45
ASN	81	62		75	67			94		95	89
BLK	45	53	43	31	28	32	74	70		89	46
HSP	43	47	34	30	37	44	71	63		85	56
MUL	63	56		25	33			60		100	64
WHT	54	52	26	37	35	43	78	75		86	45
FRL	39	44	34	27	36	42	68	62		86	53

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Looking at the progress monitoring data from 2020-2021, the proficiency scores across the core subject areas have declined.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The Lowest 25% Math category saw an 8% decline from the year before; the score went from 43% to 35%.

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

Based on empirical evidence, teachers and their support staff rarely strategically planned their lessons together that addressed their students' unique individual needs. For the most part, teachers did not differentiate their instruction to help this sub-group meet the challenges of their classrooms. Teachers and ESE support now have common planning so they can review assessments and data to address students individual needs. They also attend PLC's together within the appropriate subject area.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

World History saw the highest increase in their state assessment achievement scores; the proficiency scores went from 64% to 73%.

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

This success can be attributed to the teachers strategically planning during their PLC meetings. The teachers meticulously planned their lessons using the test item specifications that allowed them to create a standards-based lesson that matched the rigor level of their state assessment.

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

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

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

1. Administration and academic coaches will attend PLC meetings to assist/guide strategically planning
2. Academic coaches will conduct coaching cycles to help improve instructional practices
3. Academic coaches and district level support teachers with the implementation of CUPS, B.E.S.T standards, and WICOR strategies.
4. SEL professional development

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

The leadership team is extremely concerned with the results of the Level 1 students on the statewide assessment indicator section. This section highlights the fact that roughly 18% of GHS student population is not performing at grade level. It is important to note that the root of this issue is due to the high truancy level at GHS, as well as the shift in education due to the pandemic. These students are losing valuable instruction time, which is impacting their achievement scores. This concern also adversely affect the attendance below 90 percent category.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	In the past, Gateway High School admin has focused on providing timely and specific feedback to our teachers. This feedback centered on specific instructional strategies being used in the classroom, including AVID, Marzano's High-Yield Strategies and Hattie's Visible Learning, and Kagan. During the Pandemic we noticed a sharp decline in student-centered classrooms that effectively utilized any or all of these strategies. Using the school district's new NEST Instrument, we will perform weekly walkthroughs as an admin team, looking for these strategies and providing feedback to teachers both through the Instrument and in person.
Measureable Outcome:	1. Mandatory walkthroughs once per week. 2. Increase the use of NEST Instrument. 3. Use the Panorama Survey to acknowledge student feedback and increase Valuing of School from 69% to 75%. 4. Use the Panorama Survey to acknowledge student feedback and increase Student-Teacher relationships from 51% to 55%. 5 Use the Panorama Survey to acknowledge student feedback and increase School Climate from 34% to 40%. 6. Use the Panorama Survey to acknowledge student feedback and increase Sense of Belonging from 31% to 35%.
Monitoring:	Administrators will conduct routine classroom walkthroughs and provide specific feedback to promote high-yield instructional strategies. Admin will present data from NEST Instrument to help teachers track their progress as it pertains to these strategies as well as improve student-centered education. PLCs will monitor data and discuss effective strategies to improve engagement and student discussion.
Person responsible for monitoring outcome:	James Long (james.long@osceolaschools.net)
Evidence-based Strategy:	Teacher efficacy through specific and timely feedback that helps staff create more student-centered classrooms that also improve students' sense of belonging and school climate.
Rationale for Evidence-based Strategy:	Teacher efficacy, feedback, PLCs, WICOR are all high-yield instructional strategies according to John Hattie, Robert Marzano, and Rick DuFour.

Action Steps to Implement

1. Administration and Leadership team will conduct weekly walk-throughs of classrooms and PLC's
2. Send feedback after walkthrough in a timely manner.
3. Record at least 20 observations per week using the NEST Instrument.
4. Study and share Panorama survey data during the fall and spring quarter.
5. Provide more opportunities for future leaders to take on other responsibilities that will allow them to grow.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The 2020-2021 data shows ELA proficiency at 38%. Gateway high school is 12% below the state ELA proficiency average. Compared to 2019 ELA score, the score dropped by 19%.
Measureable Outcome:	1. Increase 9th grade overall proficiency scores by 5% 2. Increase 10th grade overall proficiency scores by 5% 3. Increase ELA L25% learning gain scores by 5% 4. Increase ELA LG scores by 5% in all subgroups
Monitoring:	Administration and Reading Coach will conduct routine classroom walkthroughs. The reading coach will ensure B.E.S.T. standards are being implemented in all classrooms. The reading coach will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous data using NWEA. PLC's will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. The coach will monitor pacing and remediation of standards not mastered using reassessments.
Person responsible for monitoring outcome:	Karima Ezzair (karima.ezzair@osceolaschools.net)
Evidence-based Strategy:	Scaffold student learning through the inclusion of WICOR strategies in lesson planning in order to provide evidence of student mastery as related to the learning objective and maximize student engagement and retention of content.
Rationale for Evidence-based Strategy:	In order to meet the needs of all students, all in every classroom and assessments and appropriate interventions are consistent with best practices and available resources, including differentiation of instruction in every classroom.

Action Steps to Implement

1. Implement after school tutoring for intervention or acceleration that is data driven.
2. Administration regular classroom Walkthroughs and on Wednesdays.
3. Use Roar for tutoring pull outs in certain classrooms for testing strategies.
4. Academic Coach to ensure that B.E.S.T standards are implemented with fidelity and rigor in all classrooms.
5. Ensure CUPS are implemented with fidelity.
6. Implement WICOR as an instructional strategy
7. Professional development for ELA teachers implementing StudySync, Beable, and CUPS.
8. PBIS will be utilized to reward students for positive behavior.
9. SEL (Social and Emotional Learning) is implemented regularly in the classroom.
10. Ensure common formative assessments and interventions are analyzed and monitored by subgroup.
12. Incorporate Common Planning into the daily schedule to meet the specific needs of students.
13. Teachers will use standardized lesson plans to instruct students on expected, desirable outcomes and become more confident in self-regulating in hard situations.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Algebra 1 and Geometry: The 2020-2021 data shows Gateway needs to improve Learning Gains and Math Achievement as both have decreased by 7% and 9% respectively when compared with the 2018-2019 data from Gateway.
Measureable Outcome:	Increase the Algebra 1 achievement percentage by 3% Increase the Geometry achievement percentage by 3% Increase the Algebra 1 learning gains by 4% Increase the Geometry learning gains by 4% Increase the use of reassessments by teachers by 10%
Monitoring:	The math coach will conduct routine classroom walkthroughs, common pacing calendars, create common assessments and reassessments aligned to the standards to promote standards-based learning. The math coach will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous years using the computer program Edulastic. PLCs will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. The coach will monitor pacing and remediation of standards not mastered using reassessments in Edulastic.
Person responsible for monitoring outcome:	Jeremiah Swartz (jeremiah1.swartz@osceolaschools.net)
Evidence-based Strategy:	Teachers will use standards-based instruction to help students through making data-driven decisions based on mastery of standards for the Algebra 1 and Geometry FSAs. Common assessments will be used throughout the year to guide instruction and remediation for students to improve performance on state standards and benchmarks.
Rationale for Evidence-based Strategy:	Using standards aligned instruction paired with an assessment program such as Edulastic that mimics the FSA experience students have will prepare students for the end of year state assessment. Collaborative planning allows with common pacing and grading provides a seamless experience for students who change schedules mid-year and provides uniformity to support students. Instructional coaching is utilized to support teachers to improve the efficacy of their instruction.

Action Steps to Implement

1. The mathematics academic coach will meet with PLC leads for Algebra 1 and Geometry weekly to review progress toward achieving our goals of increasing student achievement, student learning gains, and the use of remediation and reassessment.
2. The mathematics academic coach will conduct coaching cycles with each math teacher to improve instructional practices to meet their students' academic needs.
3. The mathematics coach will create common assessments aligned to the standards for all Algebra 1 and Geometry teachers to use to collect data that will drive instruction for remediation and reassessment.
4. The mathematics instructional coach will meet with Algebra 1 and Geometry teachers biweekly to discuss formative and summative assessment data.

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

5. The principal, assistant principals, and academic coaches will conduct weekly walkthrough observations to ensure teachers are addressing students' academic needs.
6. Stocktake meetings will take place monthly to report progress toward the Area of Focus and school leaders will work to remove barriers that prevent achieving our goals associated to the Area of Focus.

7. The ESE compliance officer will provide teachers with the students' most current IEPs to provide strategies teachers can use to meet each student's academic needs.
8. The mathematics academic coach will help teachers unpack the current state standards as well as prepare teachers for the implementation of the B.E.S.T. standards in the 2022-2023 school year.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Biology 1: Instructional Coaching and Collaborative Planning Analysis of the Biology EOC exam data shows a 14% decrease from previous tested year (2019).
Measureable Outcome:	Increase the Biology EOC exam proficient score by 10%: 54% to 64%
Monitoring:	Administration and Science Coach will conduct routine classroom walkthroughs, create resources aligned to the tested benchmarks and help facilitate PLC.
Person responsible for monitoring outcome:	Shaleeza Razack (shaleeza.razack@osceolaschools.net)
Evidence-based Strategy:	Teachers will use standards-based/data-driven instruction to help students be successful on the Biology EOC exam. Common assessment data will be used throughout the school year to guide/inform instruction by targeting low performing benchmarks and students.
Rationale for Evidence-based Strategy:	Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). When it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

Action Steps to Implement

1. Administration will conduct regular classroom Walkthroughs to ensure that teachers are addressing students' academic needs.
2. Ensure CUPS are implemented with fidelity.
3. Professional development for Science teachers implementing WICOR and CUPS.
4. Ensure common formative assessments and interventions are analyzed and monitored by subgroup.
5. Incorporate Common Planning into the daily schedule to meet the specific needs of students.
6. Teachers will use standardized lesson plans to instruct students on expected, desirable outcomes and become more confident in self-regulating in hard situations.
7. Use Roar for tutoring pull outs in certain classrooms for testing strategies.
8. Implement after school tutoring for intervention or acceleration that is data driven.
9. PBIS will be utilized to reward students for positive behavior.
10. SEL (Social and Emotional Learning) is implemented regularly in the classroom.

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

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Looking at the data, Gateway has two subgroups below the Federal Index level of 41%. This has an affect on student achievement and proficiency. The school is in TS&I status.
Measureable Outcome:	Students With Disabilities (SWD) and English Language Learners (ELL) subgroups need to be increased to or above 41% for the current school year.
Monitoring:	Leadership and academic coaches will conduct routine classroom walkthroughs. ESE and ELL teachers and para's will attend PLC's within the appropriate subject area. Academic coaches will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous data using Edulastic, NWEA, and SchoolCity. PLCs will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. Leadership and academic coaches will monitor pacing and remediation of standards not mastered using reassessments.
Person responsible for monitoring outcome:	Karima Ezzair (karima.ezzair@osceolaschools.net)
Evidence-based Strategy:	Teachers will scaffold and differentiate instruction in diverse classrooms creating challenging learning experiences for all students. Teachers will plan engaging and rigorous standards-based activities that allows all students to reach their goals.
Rationale for Evidence-based Strategy:	Students learn in a wide variety of ways, influenced by our culture, our gender, and how our individual brains are wired. (Delpit, 1995; Gardner, 1983; Heath, 1983; Sternberg, 1985; Sullivan, 1993)

Action Steps to Implement

1. PLC teams will meet weekly during early release and/or on common planning periods to focus on development of standardized lesson plans and common assessments.
2. Leadership team will conduct walk-troughs of PLC meetings to ensure that instructors' are planning their lessons that are aligned to correct rigor level.
3. The instructional coaches will support and work in conjunction with PLC teams.
4. Teachers will attend professional development that focuses instructional strategies that scaffold content for SWD and ELL subgroups
5. Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
6. The RCS and ESOL compliance specialist will ensure that there is support in the classroom(s). They will work with the ELL and ESE support in all courses by providing instructional strategies and professional development to teachers.
7. Students will have targeted Tier Interventions (2, and 3).

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

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The culture of the school plays a vital role in being a safe environment and relationships between staff and students. A positive climate helps foster an environment where students can develop social, emotional and educational skills to be successful in life.
Measureable Outcome:	2020-2021 SEL Climate Survey showed that 31% of students answered favorable for school belonging. This was a decrease by 3% from the previous survey results. Increase students since of belonging by 5% in the 2021-2022 school year.
Monitoring:	Leadership team will conduct routine classroom walkthroughs and visit PLC's to provide support to staff. The team will be visible during class exchanges and lunch, making themselves available to staff and students. Panorama date will be studied frequently looking for positive ways to build relationships. PBIS and ROAR will be a focal point of creating a sense of belonging at Gateway High school.
Person responsible for monitoring outcome:	Savita Azza Patel (savita.azzapatel@osceolaschools.net)
Evidence-based Strategy:	It is important to meet students individual needs. All students don't learn the same so we have to be flexible with the diverse learning styles.
Rationale for Evidence-based Strategy:	Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain. positive relationships, and make. responsible decisions (Casel 2020).

Action Steps to Implement

1. The leadership team will review behavior data for subgroups and develop interventions as needed.
2. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual values and interests.
3. Teacher will provide an environment of belonging.
4. Teachers will consider student's shared decision-making throughout the process.
5. Teachers will use hands-on, experiential, and project-based activities.
6. Teacher will integrate SEL strategies into their curriculum.
7. School will develop structures, relationships, and learning opportunities that support students' Social-Emotional Development.
8. The College and Career counselor will develop a plan to have 95% of our senior class complete their financial aid form.
9. Guidance counselors will be available during lunch to meet with students who have post secondary concerns.
10. The ELL and ESE team will help monitor and track their subgroup(s) progress towards completing their post-secondary plan.

Person Responsible	Dana Jacobson (dana.jacobson@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Overall compared to the state, Gateway 1 incident per 100 students ranks below the state average of 3.3. Two areas that we will focus on this year would be fighting and our suspension rates. The high fighting numbers maybe due to the open layout of the campus, which create blind spots that are hard to supervise. We have added more adult supervision before and after school, and between class change. Additional cameras were installed around campus to help as well. Cameras are monitored throughout the day by different staff members.

Although we have reduced the number of suspensions over the years, Gateway still ranks higher than the state average. One way we are combating this is through a Positive Behavior Intervention and Support (PBIS) approach. We also are offering more counseling to students who are struggling socially and emotionally.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Gateway High school strives to involve all stakeholders in the planning, review, and improvement of the school, Title I programs, and our Parent & Family Engagement Plan. Stakeholders are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the meetings to guide the writing of the plan.

The master schedule is created for teachers to have common planning. This allows for instructors to desegregate data together to put a plan in place for student progress. The leadership team seeks feedback from teachers to allow for opportunities to assume leadership roles. PLC groups meet weekly to plan and dive deep into student data to find patterns that will help increase student achievement. Teachers are provided training, resources as needed and support from the administration team. Discipline data is another data resource that is reviewed frequently to discuss what is working and what may need to be changed. We look to implement evidence-based solutions with discipline (such as restorative practice and positive behavioral supports) and provide ongoing training and feedback to teachers.

To support student transition from middle school to high, school counselors visit feeder schools prior to the end of the school year. During the visit, the guidance counselor(s) shares information about course

offerings, school clubs/sports, and expectations for students as they transition to ninth grade. High schools also have a College& Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Xello software is used to give students the opportunity to explore career options and interests.

Students who exhibit indicators that they are struggling in multiple areas are provided a mentor to meet with on a regular basis. The leadership team meets at least once per month to identify additional needs of the student population. Title I funds may be used to support extended learning and remediation materials and/ or professional development and academic coaches. When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high-quality education and assistance transitioning to post-secondary education or employment. The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs. IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

The culture of the school plays a vital role in being a safe environment and relationships between staff and students. A positive climate helps foster an environment where students can develop social, emotional and educational skills to be successful in life. Teachers are provided training in order to meet the needs of social-emotional skills and culturally competent communication.

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

-Principal: Uphold the mission and vision of Gateway High. To ensure the learning environment offers a variety of educational programs to fit the needs of every student. Lead, direct, counsel, and supervise a variety of personnel and programs; help to create effective parent, teacher, and student communication; support, encourage, mentor, and evaluate staff; foster teamwork between teachers and among staff and parents.
-Assistant Principals: Responsible for leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and
evaluating staff; fostering teamwork between teachers and among staff and parents.
-Academic Coaches: Supports staff in the implementation of the site instructional plan. Focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
-Deans: Work with teachers to implement effective classroom discipline strategies. Monitor and track data for PBIS and Restorative Practice. Promotes good attendance rates and ensures school safety and the prevention of campus violence.
-Counselors: Ensure students are meeting all requirements for graduation and have post-secondary plans. Helps clients handle everyday life problems. They often assist students who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse.
-Teachers: Will guide and assist students in their entire learning experience, including welcoming them to the class, creating a curriculum, and social/emotional learning.

Part V: Budget

1	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00