

School District of Osceola County, FL

Gateway High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	8
III. Planning for Improvement	13
IV. ATSI, TSI and CSI Resource Review	18
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	18
VII. Budget to Support Areas of Focus	0

Gateway High School

93 PANTHER PAWS TRL, Kissimmee, FL 34744

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

We are dedicated to a continuing tradition of excellence in an ever-changing world. Within a safe and supportive environment, we provide a relevant, high-quality education and prepare our diverse student body for future endeavors. We honor achievement and promote pride in ourselves, in our school, and in our community.

Provide the school's vision statement.

To provide a dynamic and inclusive learning environment where diversity is embraced, respect is fostered, relationships are built, and academic excellence is achieved through a safe learning environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Long, James	Principal	Instructional Leader of the school and making all final school-based decisions relative to both students and teachers.
Harris, Demetrik	Assistant Principal	Assistant Principal of Instruction, managing master scheduling, school counselors, graduation, and stocktakes.
Valcin, Darline	Assistant Principal	Assistant Principal of PBIS, SAC, professional development, new teachers, student services, and AVID.
Graw-Gonzalez, Myrmarie	Assistant Principal	Assistant Principal of Testing, new teacher certification, MTSS, FTE, Title 1, ESE, ELL, Acceleration, and Threat Assessment.
Razack, Shaleeza	Instructional 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 development.
Ezzair, Karima	Instructional Coach	The Reading 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

Stakeholder Involvement and SIP Development

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

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

School leadership will work on the development of the SIP. On-going drafts will be shared with school staff during school PLTs, students, and SAC members. We will have monthly meetings with our student senate and SAC members to continue updating our school SIP throughout the year.

SIP Monitoring

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

Data will be shared monthly during stocktake with leadership, and monthly during school PLTs and SAC members. The administrative team will use walkthrough data and district formative assessments to

conduct weekly debriefs and create a support plan for instructional coaches and mentors for classroom support. Stocktake will be used to revise our school plan as needed on a monthly basis

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	46	50	45	45	51	40		
ELA Learning Gains				48			43		
ELA Lowest 25th Percentile				34			40		
Math Achievement*	26	27	38	37	37	38	27		
Math Learning Gains				46			29		
Math Lowest 25th Percentile				47			33		
Science Achievement*	66	63	64	57	32	40	54		
Social Studies Achievement*	61	61	66	59	39	48	59		
Middle School Acceleration					38	44			
Graduation Rate	85	86	89	88	54	61	94		
College and Career Acceleration	51	60	65	55	60	67	60		
ELP Progress	48	46	45	45			51		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	2
ELL	41			
AMI				
ASN	76			
BLK	56			
HSP	52			
MUL	64			
PAC				
WHT	65			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	41			
AMI				
ASN	73			
BLK	53			
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	80			
PAC				
WHT	55			
FRL	46			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			26			66	61		85	51	48
SWD	18			13			43	34		15	7	18
ELL	17			18			58	32		44	7	48
AMI												
ASN	65							69		71	4	
BLK	38			23			63	69		47	6	
HSP	36			24			64	57		49	7	49
MUL	64										1	
PAC												
WHT	60			43			75	72		58	6	
FRL	37			25			66	59		39	7	50

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	48	34	37	46	47	57	59		88	55	45
SWD	22	32	19	18	27	35	21	17		81	21	17
ELL	21	38	32	26	39	45	39	43		81	42	45
AMI												
ASN	78	50		64				60		100	83	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	44	49	42	33	39		58	57		94	59	
HSP	41	46	34	36	47	46	55	57		87	54	45
MUL										80		
PAC												
WHT	63	55	13	48	48		58	65		88	53	
FRL	41	47	35	33	41	42	55	52		86	36	42

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	40	43	40	27	29	33	54	59		94	60	51
SWD	11	29	25	12	26	31	20	15		87	25	36
ELL	18	37	40	20	27	27	42	28		89	54	51
AMI												
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	52
MUL												
PAC												
WHT	54	44	35	38	28		69	85		98	70	
FRL	30	37	39	24	29	34	48	51		93	49	46

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	47%	-5%	50%	-8%
09	2023 - Spring	34%	43%	-9%	48%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	40%	-15%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	36%	-4%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	63%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	57%	2%	63%	-4%

III. Planning for Improvement

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

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

ELA showed the lowest performance with 34% achievement.
 Contributing factors: No instructional Reading coach, teacher and VE teacher vacancies

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

ELA's lowest performance:
 SWD is down 6% (25% in school year 20-21; to 19% in school year 21-22)
 Contributing factors: no instructional reading coach, lack of support staff

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average.
 Factors: Teachers are not using Wednesdays to address learning gaps. Teachers are more focused on keeping up with the pacing guide.

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

ELL in math increased to 18% (27% to 45%)

New actions: Lunch Tutoring based on data; Common Assessment; Data driven instruction; High functioning PLC; Remediation Lessons (videos, tutorial, practice)

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

29% (471/1647) of students had a GPA below 2.0

63% (1031/1647) of referrals received were for skipping.

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

Increase reading scores based on progress monitoring data

Monitoring the progress of ESE subgroup

Increase the usage of AVID strategies in classrooms

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

Standards-based instruction based on the Florida Continuous Improvement Model (FCIM) to increase student success and mastery of content. Using highly effective lessons based on the standards to target SWD will increase their performance on state assessments.

Measurable Outcome:

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

60% of teachers will conduct standards-based instruction for 80% or more during instructional time by the end of the 1st semester.

Monitoring:

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

Weekly walkthroughs (Tuesday or Thursday) by admin, instructional coaches, and LRS/MTSS coach using a Microsoft Form Template to collect data to check that the student activities/assignments align with the standard/learning target.

Analyzing data from assessments during PLC.

Implementing of anchor charts

Person responsible for monitoring outcome:

Darline Valcin (darline.valcin@osceolaschools.net)

Evidence-based Intervention:

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

Common Board- learning target and student activities based on standards.

Weekly lesson plan checks (standards-based)

Classroom Walkthroughs (student activities aligned to standards)

Wednesday Intervention

PLT visits- data analysis, reteach/remediation strategies to get students to reach mastery

Assessment Data- analysis and create differentiated lesson

AVID- WICOR

Leadership Debrief on Walkthrough Data

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to meet the needs of all students, in every classroom to be successful and master the standards for each subject area.

Research has shown that teachers using standards-based and data-driven instruction can lead to improved student performance.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will visit classrooms and PLCs to review FCIM at least once. Panther Crawl forms will be used to collect data

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

By When: December 14, 2023

Professional Development to implement strategies to support SWD to include anchor charts.

Person Responsible: Myrmarie Graw-Gonzalez (myrmarie.grawgonzalez@osceolaschools.net)

By When: December 14, 2023

Implementation of WICOR strategies.

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

By When: December 14, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

A positive climate helps foster an environment where students can develop social, emotional, and educational skills to be successful in academics and in life. Staff and students need to develop a positive relationship.

Measurable Outcome:

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

The Panorama survey will show an increase in a Sense of belonging by 2% at the end of the school year.

Monitoring:

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

School staff will be visible before/after school, during class exchanges, and at lunch.

The admin team will send out a survey each semester to get feedback from stakeholders on how to improve school culture.

PBIS will be a focal point of creating a Sense of Belonging through student/staff games, dress-down days, mentoring, and ongoing parent communications through positive phone calls, emails, or the remind app.

Person responsible for monitoring outcome:

James Long (james.long@osceolaschools.net)

Evidence-based Intervention:

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

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).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want to create a culture where students have at least one adult on campus they can reach out to if they need help. We want staff on campus to create positive relationships with students to help address their individual needs and increase achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Stakeholders' feedback on sense of belonging.

Person Responsible: Gemma Whitbread (gemma.whitbread@osceolaschools.net)

By When: December 12, 2023

Use PBIS to create school-wide activities that include students and staff.

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

By When: December 12, 2023

Hold a staff-student basketball tournament through PBIS systems

Person Responsible: Demetrik Harris (demetrik.harris@osceolaschools.net)

By When: November 20

CSI, TSI and ATSI Resource Review

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

ATSI and Title 1 resources were utilized to provide a reading coach and two learning resource specialists.

Reading Coach: Dr. Karima Ezzair - Uses data to create small groups to support Reading classes. Provides teaching strategies and training to support SWD

LRS - Shaleeza Razack - Uses data to create small groups to support classes. Provides teaching strategies and training to support SWD

LRS - Michelle Towers - Tracking students on EWS. Contacting parents, students, and leadership staff on a weekly basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

On-going drafts will be shared with school staff during school PLTs, students, SAC members, and Title 1 members. We will have monthly meetings with our student senate, Title 1, and SAC members to continue updating our school SIP throughout the year. Advertisements and letters will be provided in English and Spanish.

<https://www.osceolaschools.net/domain/915>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Weekly school activities will be shared on social media. Special game ticket prices will be offered to students from our feeder schools and military veterans. Volunteer offers will be advertised with OASIS clearance. We will have new families fill out the parent portal application and explain how to access students' grades and test results. We will send out surveys to gather feedback from stakeholders on how to improve communication.

<https://www.osceolaschools.net/domain/915>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The leadership team will conduct weekly walkthroughs. The questions on the walk-through form focus on student learning, engagement, usage of formative assessments, collaboration, and differentiated teaching. The leadership team will go through lesson plans to make sure teachers are teaching the standards and focusing on support for SWD.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Gateway High School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences. More staff will be trained in support our Title 1 program. Students are provided free lunch, extra tutoring will be provided to help close achievement gaps. Teachers will use Wednesdays to create rotations with teacher-led stations based on formative data collected.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal, and addressing academic needs, career, and social/emotional development. With our social worker students are provided short-term counseling interventions; and referrals to community resources for long-term support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

College Rush week, Counselors will rotate on a daily basis to be in the cafeteria during lunch (Counselors Corner), CCC will meet with students to go over after-graduation options, The PERT test is offered for students who want to enroll in DE.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

1. Minor infractions are used for behaviors that teachers can handle in the classroom. ROAR is used to teach positive behaviors.
2. Deans review grades and absences with students who are called to the dean's office or show excessive shipping.
3. Students in ISS are pulled to attend core content classes.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. School PD plan will be created from data collected from leadership walks and input from PLC's
2. The Leadership team will visit PLC's weekly to review formative data and classroom implementation.
3. Menetors are supporting level 1 teachers. Mentors are meeting with admin team monthly to review needs and teacher updates. The leadership team will be more present in classes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A