



Continuous School Improvement Plan (CSIP)

Gatewood Elementary

2016 - 2018

Principal, Constance Aleman



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The C-SIP was approved by the Building Leadership Team on November 28, 2016.

Mission and Vision

Mission

Our mission is to help children become independent learners.

Vision

At Gatewood we want our students to love life, learning and to challenge each other to make the world a better place for all. We want our students to become advocates for social justice, caretakers of the planet, and compassionate citizens who understand and honor our global community. We want our students to recognize mistakes are opportunities to learn. We also want students remain curious, become responsible philosophers, creative thinkers, and leaders who are filled with empathy and courage.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>At Gatewood, we use the following assessments to determine goals to help targeted students meet grade level standards:</p> <ul style="list-style-type: none"> • Fall to Spring growth on Measure of Academic Progress (MAP) in Reading and Math for Kindergarten, First, and Second Grade Students • Smarter Balance Assessment (SBA) utilizing Class Data Profiles, English Language Arts (ELA) and Math Level Comparisons, Math Achievement by Sub-Groups. • Teachers College Running Records • Math in Focus (MIF) unit tests • Words Their Way Assessments • Wired for Reading teacher designed assessments • WAKids (Kindergarten) <p>At Gatewood we will focus our Multi-Tiered Systems of Support (MTSS) work on Behavior. We will use attendance data, discipline data, and Student Climate Surveys administered at three points throughout the year to guide our goal setting. The purpose behind this focus is that we meet the social and emotional needs of students so they can access core instruction. We want to make sure our students are ready to learn. Biologically when we shut down as humans, we cannot access learning.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We will increase cooperative learning through Workshop Model which features partner learning, books clubs, guided reading groups and flexible groupings. We will also use formative assessments to differentiate our instruction. We also use clear teaching points aligned with specific skills and Common Core State Standards (CCSS). Teachers will use formative, embedded, and authentic assessments to determine if students have met the learning outcome. Flexible groupings are formed based on the results of the assessments and individualized and differentiated instruction is delivered in small groups.</p>

	<p>To meet the needs of advanced learners we will differentiate our instruction. We provide weekly small group instruction for advanced learners in reading based on reading level. We use the Words Their Way Spelling Inventory assessment to determine student ability and advanced spellers are given more challenging word sorting activities. When student writing production is advanced, the writing teacher ensures students continue to increase the level of writing production. We ensure access to math content according to each student's math achievement level for advanced learners. For example, teachers offer "diff days" in their class where they design math activities for students at different levels. Using the Workshop model in Reading, Writing, and Math teachers form small groups and modify content to challenge and extend the learning for students who are ready. At Gatewood, the most salient component in meeting the needs of advanced learners is the use of ongoing formative assessments in order to determine flexible groupings as individual skill levels are identified.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>We have groups of staff members attending district level professional development about RULER, a social emotional program from Yale. RULER stands for: Recognizing emotions in others. Understanding the causes and consequences of emotions. Labeling emotions accurately. Expressing emotions appropriately. Regulating emotions effectively.</p> <p>We are also a pilot school for Positive Behavioral Interventions & Supports (PBIS). Our PBIS committee attends district trainings facilitated by the Coordinated School Health department and they return to implement those programs at school. We have professional development from the English Language Learner (ELL) department to learn about increasing student dialogue. One of our Professional Learning Communities (PLC) is working collaboratively on creating learning outcomes and aligned assessment to form flexible groupings. Our Career Ladder Teachers (CLTs), MTSS team, and school leaders will provide professional development and guidance to help teachers analyze student data to guide instructional planning for differentiated small group instruction. We are also teaching how to create formative assessments that are aligned to the Common Core State Standards (CCSS).</p>
<p>Our school will increase parent/family engagement.</p>	<p>We will coordinate with the Parent Teacher Association (PTA) to hold parent education and social events. We hold evening events that teach families about PBIS and RULER. There are also evening events that teachers participate in around content areas; Literacy, Math, Science, Art and Conservation. There are also social events: K-2 and 3-5 Celebration Nights, Field Day, Talent Share, Book Exchange and a Spring Preview event. This year we are also instituting several cultural events for families in our Somali, Latino and Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) communities. This year we are also working closely with our PTA to utilize our school website for more timely communication.</p>
<p>Our staff is involved in decision-making.</p>	<p>We have a highly involved Building Leadership Team (BLT) that helps guide the work that happens at Gatewood. We also have a variety of committees that staff are involved in to help implement the work we do. There is a decision making matrix and process we follow when making building wide decisions and allows for all staff members voices to be included. The BLT, Career Ladder Teachers (CLTs), and school leaders are developing a Master professional development calendar.</p>
<p>We will assist our students to meet standard.</p>	<p>We offer differentiated instruction in literacy using the workshop model. To meet the needs of Highly Capable students we differentiate instruction within the classroom, students have access to books at their individual reading levels in the classroom library and the school library and teachers offer differentiated and flexible groups with acceleration inside the classroom. For math we offer a math workshop model with flexible groupings and acceleration, tiered assignments, and tiered homework. There are different enrichment</p>

	opportunities for students such as Global Reading Challenge, Gatewood Reads, and a variety of other extra-curricular programs.
Retain high quality, highly effective, and highly qualified staff.	We have a rigorous site based interview process to help select the most qualified staff. We also offer regular professional development opportunities in instruction and classroom management. In addition, we have growth opportunities for staff through participation in the Career Ladder Teacher program, and through an active Building Leadership Team, as well as committee work that focuses on PBIS, MTSS, Safety, and Equity. The CLT team works with STAR Mentors for first year teachers as well as facilitates Lab Days, where teachers participate in lesson study and co-teaching of lessons. The Lab Days include an opportunity for teachers to share their expertise with colleagues and get feedback on areas of growth need.
How do we support the transitions of new students and families into our school?	School leaders communicate with the parent/guardians and previous school staff to determine the best possible class placement. Incoming families are provided a district packet with the necessary forms. We are currently working to revise our Family Handbook and this will go out to all families in January 2017 and any incoming families thereafter. School leaders give families a tour of the building on the first day. In the classroom, teacher welcome students by providing name tags and materials necessary to complete learning tasks and feel part of the community. Teachers identify a buddy for the student and all students in the classroom are encouraged to help the new student learn the Gator Way.
Our system of support assures our highly qualified staff support students.	By implementing our Advanced Learning Opportunities (ALO) plan and offering instructional professional development in the Workshop Model in both Math and Literacy we support our teachers in their core instruction. We also have a reading specialist who supports students needing extra instruction in literacy. In addition, we have an ELL program to support students who are learning English and robust Resource Room and two Social Emotional Learning programs, one Primary and one Intermediate, to support our students who qualify for Special Education services in the area of social and emotional learning. We support all students through use of formative assessments which guide teachers in the formation of small group, differentiated learning.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$2,396,392	The money provided by Basic Education and Weighted Staffing System (WSS) finances our instructional staff who plan and implement quality lessons on a daily basis to ensure student learning outcomes aligned with Common Core State Standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$62,486	The Transitional Bilingual funds support our 0.6 Full Time Equivalent (FTE) bilingual teacher, one 0.4 Spanish Instruction Assistant, one 0.6 Somali Instructional Assistant who plan and implement lessons on a daily basis for our Gatewood students whose first language is not English. These funds also subsidize written translations, extra time to interpret and conferences, and family engagement nights for our Bilingual Families.
2016-2017	Combined Funds	Self Help	\$17,222	Our Self-Help funds are used to subsidize staff who engage in teaching and learning activities beyond the contractual hours, curriculum and materials, professional development, and activities to support a positive school environment.
2016-2017	Combined Funds	PTSA Grant	\$51,785	The PTA Grant funds our Art teacher 0.3 FTE beyond the WSS so our students get 15 minutes more art each week. It also subsidizes our Library teacher 0.1 FTE so she is able to see each student every week for literacy lessons and book check out, and 0.1 FTE for our Instrumental Music Teacher so our 4 th and 5 th grade students are provided the opportunity to take beginning/advanced strings or band.
2016-2017	Combined Funds	Free & Reduced Lunch	\$36,664	Funding to support MTSS supports at all schools
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	\$63,032	We use these supplemental state dollars to fund our K-3 reading intervention teacher, who works with Tier 2 students who are not at standard in reading.
2016-2017	Specific Use Funds	N/A		
2016-2017	Specific Use Funds	N/A		

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>2016 Spring Standardized Test Data</u></p> <p>ELL Not Proficient on ELA SBA: 83%</p> <p>SPED Not Proficient on ELA SBA: 75%</p> <p>Students of Color Not Proficient on ELA SBA: 59%</p> <p>ELL Not Proficient on Math SBA: 72%</p> <p>SPED Not Proficient on Math SBA: 92%</p> <p>Students of Color Not Proficient on Math SBA: 49%</p> <p>ELL Not Met Reading on MAP: 79%</p> <p>SPED Not Met Reading on MAP: 89%</p> <p>Students of Color Not Met Reading on MAP: 69%</p> <p>ELL Not Met Math on MAP: 67%</p> <p>SPED Not Met Math on MAP: 64%</p> <p>Students of Color Not Met Math on MAP: 63%</p> <p>Our ELL, SPED, and Students of Color are underperforming compared to other students. Many of our ELL and SPED students are students of Color. Our SEL and ELL program students are mainly students of color.</p> <p>We notice a need for continued work around clear learning targets and aligned assessments to develop flexible grouping for targeted instruction.</p>	<p>Students in grades 3-5 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in ELA and Math as measured by interim SBA and TC Running Records.</p> <p>Students in grades K-2 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>Connie Aleman, Anna Birinyi and the Gatewood staff.</p>	<p>By the end of school year 2017.</p>

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>2016 Spring Standardized Test Data</u></p> <p><i>3rd Grade:</i> ELL Not Proficient on ELA SBA: 89% SPED Not Proficient on ELA SBA: 30% Students of Color Not Proficient on ELA SBA:48% ELL Not Proficient on Math SBA: 56% SPED Not Proficient on Math SBA:40% Students of Color Not Proficient on Math SBA: 28%</p> <p><i>2nd Grade:</i> ELL Not Met Reading on MAP: 60% SPED Not Met Reading on MAP: 66.6% Students of Color Not Met Reading on MAP: 77% ELL Not Met Math on MAP: 75% SPED Not Met Math on MAP: 80% Students of Color Not Met Math on MAP: 81%</p>	<p>Grade 3 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in ELA and Math as measured by interim SBA and TC Running Records.</p> <p>Grade 2 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	Connie Aleman, Anna Birinyi and the Gatewood staff.	By the end of school year 2017.

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

<p><u>2016 Spring Standardized Test Data</u></p> <p><i>Grades 3-5:</i> Not Proficient on ELA SBA: 40% Not Proficient on Math SBA: 35%</p> <p><i>Grades K-2:</i> Not Met Reading on MAP: 65% Not Met Math on MAP: 72%</p>	<p>All students in Grades 3-5 will make growth or be at grade level proficiency in ELA and Math as measured by SBA and TC Running Records.</p> <p>All students in Grades K-2 will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>Connie Aleman, Anna Birinyi and the Gatewood staff.</p>	<p>By the end of school year 2017.</p>
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<p style="text-align: center;">School Culture Goal</p>			
<p>Problem of Student Learning</p>	<p>What will success look like? (SMART Goal¹ to target level of performance desired)</p>	<p>Assigned to:</p>	<p>Target Date for Completion:</p>
<p>Only 45% of students responded favorably in the area of Classroom Environment:</p> <ul style="list-style-type: none"> • Helping each other learn: 55% • Friendly to each other 36% • Respectful to adults: 44% • Focused on Learning: 44% 	<p>We will help students feel more positive about their classroom environment by increasing the level of positive responses on the School Climate Survey. We will do this by continuing to implement RULER and PBIS, model respectful behaviors, teach students how to peer and self-assess, and focusing on building positive classroom climate.</p>	<p>Connie Aleman, Anna Birinyi, and the Gatewood PBIS & RULER teams</p>	<p>By the end of school year 2017.</p>