

Collier County Public Schools

# Golden Gate Elementary School



2015-16 School Improvement Plan

## Golden Gate Elementary School

4911 20TH PL SW, Naples, FL 34116

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	96%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	95%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Golden Gate Elementary School, students will achieve personal success in their learning and will become responsible and productive citizens.

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

At Golden Gate Elementary, we maintain high expectations for all children and provide high quality differentiated instruction each day to ensure each child reaches their full potential. We create a supportive and positive school climate where students and adults are working together to achieve the dreams of each individual at our school.

#### School Environment

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

Positive relationships are built daily through collaborative structures and a solid understanding of students' diverse backgrounds. Family events are designed to incorporate cultures that are present within the school's demographics. Translators are provided for parent conferences and family events to ensure effective communication.

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

In the beginning of the school year, school-wide procedures are modeled and taught throughout the grade levels. Safety drills are conducted regularly so that students know what to do in case of an emergency. Additionally, the PBS school pledge and motto include the expectations for school safety and the respect of all individuals, which is recited daily. Students are recognized and rewarded daily for following school expectations. Both campuses maintain a single point of entry, and specific procedures are followed for letting visitors on campus. Bullying prevention is also taught at all grade levels, and grades 3-5 receive anti-bullying guidance lessons.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

We have a multi-tiered system of interventions established for addressing behavioral concerns. Our counselors and PBS committee meet on a monthly basis to discuss how to address behavior concerns and reward positive behavior of students following our school wide expectations. Teachers and staff members carry out PBS initiatives and use various instructional strategies to help foster positive behavior throughout the day.

During instruction, collaborative structures are used regularly in order to ensure that all students are engaged. Additionally, writing is expected in all subject areas in order to increase accountability.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

A mentor program is established at GGE, where teachers recommend students and mentors are strategically assigned. Students enrolling in the mentor program are given a short interest survey, and then paired with an adult who can relate to their interests. Mentors spend time with their assigned student regularly in order to support them emotionally and academically. Additionally, the school counselors meet with small groups of children to teach skills such as anger management, social skills, and to provide grief counseling. These students are recommended either through the classroom teacher or identified during our PBS data reviews.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Golden Gate Elementary uses Data Warehouse as an early warning system. Within Data Warehouse, there is a tab labeled "at risk students". This tab populates all of the warning indicator data, and can be easily sorted, by the following categories: Suspensions (ISS/OSS), Absences, Retained, FCAT Reading & Math Level 1, 9th week grades (Reading, Writing, Math, and Science), and Total Problem Areas.

StudentPass is also used to monitor attendance and discipline by individual student.

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	6	7	6	3	0	34
One or more suspensions	0	4	2	4	8	8	26
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	40	0	0	40

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	2	7	24	23	57

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

MTSS is established in order to provide students with multiple tiers of interventions, both academically and behaviorally. When students are identified as having difficulty in math or reading, a Progress Monitoring Plan is written which describes the specific research based intervention being put into place, as well as the intensity of this intervention. Data directly tied to the student's plan is monitored regularly through PLC meetings. The PBS Committee reviews the students at risk for behavioral reasons monthly, and targeted and intensive behavior plans are implemented and monitored. Administration holds monthly meetings with parents of students identified as having difficulties with attendance. At these meetings, morning routines are discussed, as well as community resources. Attendance and behavioral contracts are also used to ensure clear communication with families.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183697>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Golden Gate Elementary reaches out to local businesses with letters and visits from teachers and administration regularly. Business partner donations are used to support our PBS program, obtain additional school supplies, and fund additional educational resources for our students. Community volunteers also play a crucial role at GGE with helping to manage and assist small groups of children in their classrooms, as well as serving as mentors to many of our students. Business partners and volunteers are given certificates and letters of appreciation, as well as a brunch each year to demonstrate how grateful we are for their partnership.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Frontz, Charles	Principal
Stamper, Melissa	Assistant Principal
Bergey, Kelly	Assistant Principal
Scrant, Jennifer	Instructional Coach
Mueller, Keri	Other
Ledbetter, Alyssa	Instructional Coach
Woronowski, Kristine	Instructional Coach
Lippold, Jacqueline	Instructional Coach
Denny, Cara	Guidance Counselor
Johnson, Candace	Guidance Counselor

#### Duties

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

Intervention Support Specialist: collaborates with instructional and leadership staff to maintain records of students' behavior and academic progress monitoring in data warehouse. Assists with intensive intervention on a one on one basis.

Reading and Math Coach: provide guidance on intervention ideas and proper implementation

Administration: monitors fidelity of interventions school-wide

School Counselors: assist in providing targeted intervention to students with behavior and academic concerns.

ELL Teachers: provide targeted and intensive interventions while recording data in Data Warehouse.

ESE Teachers: provide targeted and intensive interventions while recording data in Data Warehouse.

All team members work together to review student data to make informed decisions based on students' progress and generate ideas for growth.

The School Leadership Team worked in conjunction with the MTSS team to create the SIP. The team provided data on: instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program. Title I Migrant also collaborates with a dentist to provide dentistry at no cost or discounted prices to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible

students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Karla Garcia	Parent
Ivette Fernandez	Teacher
Daneisis Lopez	Parent
Charles Frontz	Principal
Alicia Rivas	Parent
Beronica Roblero	Parent
Maria Ventura	Education Support Employee
Rosa Zapata	Parent
Maria Lopez	Parent
Michelle Williams	Business/Community
Brenda Reyes	Parent
Yana Sanchez	Parent
Georgia Pinto	Teacher
Guiseline Fortune	Education Support Employee

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's school improvement plan is reviewed with the SAC committee at the September SAC meeting. Each academic goal is reviewed, as well as progress made toward each goal. Throughout the school year, the SAC is updated on academic progress through the SIP Midyear Review, as well as quarterly updates.

*Development of this school improvement plan*

An analysis of student achievement and school performance data occurred at the September SAC meeting. The SAC review various aspects of the school as suggested by the priorities related to the data and gave input regarding the goals and strategies referred to in the School Improvement Plan. The final School Improvement Plan will be approved during the October 14th SAC meeting. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be reviewed quarterly with SAC members.

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

The annual budget and plan was shared in May 2015, and it will be shared again at our September SAC meeting in order to gain input from our SAC members. The SAC committee also reviewed and

approved the Title I budget, Parent Involvement Plan, and the Parent/School Compact during the May 2015 meeting.

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

Last year's school improvement funds were spent on instructional technology to support learning in the classroom.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Frontz, Charles	Principal
Stamper, Melissa	Assistant Principal
Bergey, Kelly	Assistant Principal
Cox, Robert	Teacher, K-12
Distelrath, David	Teacher, K-12
Knapke, Kelly	Teacher, K-12
Parisi, Laurie	Teacher, K-12
Scrant, Jennifer	Instructional Coach
Stogner, Tina	Teacher, K-12
Mysels, Rebecca	Teacher, PreK
Wamback, Emily	Teacher, K-12
Igneri, Vinessa	Teacher, K-12
Lippold, Jacqueline	Instructional Coach

**Duties**

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

The Literacy Leadership Team supports implementation of the school district's K-12 Reading plan which includes the following:

Increasing rigor in reading instruction by developing and implementing text dependent questions that require short and extended responses.

Enhancing instructional strategies and professional development to ensure successful implementation of differentiated instruction to include scaffolding and language rich learning experiences.

Increasing strategies that provide for opportunities for students to learn at higher levels of Webb's Depth of Knowledge, so that material may be understood at greater levels of cognitive complexity. Use Close Reading strategies to create cognitively complex reading tasks that require students to synthesize multiple texts.

Supporting the 3-5 implementation of iReady Writing, as well as the use of 4/5 writing rubrics to help

drive instruction.  
Implementation of iReady as an MTSS Intervention.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

- The leadership team works hard developing a trusting environment where staff members feel appreciated and confident in their abilities to help children.
- A weekly calendar is sent out with a "spotlight of the week" section, celebrating a different staff member's accomplishment or contribution each week. Additionally, GGE Gratitude cards can be filled out to recognize staff members for their efforts within the school. Administration prints a certificate to go with each card, thanking them for their contributions.
- Feedback included in teacher evaluations is constructive and positive, and administrators make themselves available to meet and discuss observations.
- Coaches and district support personnel attend weekly collaborative planning meetings in order to support teachers and provide additional resources.

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

- Monthly meetings are held for new teachers to inform them of topics relevant to current school events or activities.
- \*These topics will be chosen based upon the new teachers needs throughout the school year. We will choose the topics based on the following: CTEM observations, teacher surveys, and instructional strategies administration and coaches feel would benefit the new teachers.
- Scheduling observations for new teachers of veteran teachers at school and other district schools.
- Partnering new teachers with veteran staff.
- Interviews with highly-qualified applicants involving team leaders, Principal, Assistant Principal, and Leadership Team.
- Professional Learning Community work focused on subject areas as well as areas of interest for further study.
- Use of instructional coaches (reading, math, and science) for modeling lessons and offering support for differentiated instruction-Instructional Coaches
- Offer professional growth opportunities during Early Release days ie. Book Studies, technology training, Instructional Strategies, etc.-Principal/Assistant Principal/Instructional Coaches/Teachers

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

All new teachers are paired with an experienced teacher from their grade level. Mentor/mentees have common planning time and meet at least weekly for data chats, ongoing data review and discussion, model lessons, instructional coaching as well as monthly meetings with administrative team.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with Collier County's curriculum, and all teachers at GGE follow these guides. Fidelity of the implementation of the standards is monitored through regular CTEM observations, as well as collaborative planning meetings with the academic coaches. Ongoing progress monitoring is also conducted at biweekly PLC meetings, and data chats are standards driven and serve to maintain a focus on instruction, assessment, and achievement built around the Florida Standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Academic data is analyzed by grade level teams at biweekly PLC meetings in order to identify students who are not meeting expectations and provide additional differentiated support. Targeted and Intensive interventions are put into place, and accompanied by a written progress monitoring plan. When Progress Monitoring Plans are developed, teachers identify a specific problem area and then chose a research based intervention to implement that matches that problem area. Data is collected to monitor the progress of these plans weekly for Intensive Interventions, and biweekly for Targeted interventions. The Intervention Leadership Team meets biweekly to analyze the data of the students receiving Targeted and Intensive interventions in order to make informed decisions.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

Soaring to Success Academy, a Title I funded program, will be held to provide additional intensive intervention for students who scored in the lowest 25%.

#### ***Strategy Rationale***

Students scoring within the lowest 25% based on the 2015 FSA Reading will have additional instructional opportunities.

#### ***Strategy Purpose(s)***

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

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

Frontz, Charles, frontzch@collierschools.com

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

Formative assessments in Reading are given to monitor student progress throughout the program.

**Strategy: After School Program**

**Minutes added to school year: 900**

Achieve the Dream Boot Camp will be an additional learning opportunity after school for students to reach proficient levels in Reading and Math.

**Strategy Rationale**

An additional after school program will be provided to bubble students in order to get them an academic boost.

**Strategy Purpose(s)**

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

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

Frontz, Charles, frontzch@collierschools.com

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

A pre and post test will be administered in order to gauge student progress.

**Strategy: Extended School Day**

**Minutes added to school year: 5,400**

An additional half hour has been added on to the beginning of the school day in order for students to receive an additional hour of intensive literacy instruction. During this additional hour, students will use the iReady program, as well as receive additional small group instruction.

**Strategy Rationale**

Golden Gate Elementary scored within the lowest 300 schools based on the 2014 FCAT Reading scores and gain scores. Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Frontz, Charles, frontzch@collierschools.com

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

iReady data will be analyzed weekly in order to make informed decisions for interventions and enrichment lessons that will occur while students are not in the computer.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. In addition, during the spring semester, all PreK teachers will submit to the Kindergarten site a PreK transition placement card for every student.

Our fifth grade students also travel to the middle school in the Spring so that they are familiar with the campus. They are also given information about the 6th grade course selection process, PBS/Behavioral expectations, and general procedures. A parent night is also held at the middle school for incoming 6th grade students and parents.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## **Needs Assessment**

### **Problem Identification**

## Data to Support Problem Identification

### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If Golden Gate Elementary School staff consistently analyze data in order to make informed instructional decisions to drive differentiated instruction, with a focus on academic rigor, then student achievement will increase by 3% in all content areas as measured by district assessments.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If Golden Gate Elementary School staff consistently analyze data in order to make informed instructional decisions to drive differentiated instruction, with a focus on academic rigor, then student achievement will increase by 3% in all content areas as measured by district assessments. 1a

G069532

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	45.0
ELA Achievement District Assessment	30.0
FCAT 2.0 Science Proficiency	52.0

**Resources Available to Support the Goal** 2

- Data Warehouse
- Instructional Coaches
- Intervention/Enrichment Progress Monitoring
- CTEM data collection/feedback
- Targeted/Ongoing Professional Development
- Implementation of Collaborative/Kagan structures
- ELL support/Tutors
- iReady
- Resource Teachers

**Targeted Barriers to Achieving the Goal** 3

- The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data.
- There are a large number of students not meeting proficiency levels in Reading due to limited vocabulary.
- There is a lack of rigor in independent activities/centers based on the Florida Standards.

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

The leadership team and Intervention Leadership team will meet weekly to review school-wide formative assessment data, as well as Targeted and Intensive Intervention Data.

**Person Responsible**

Charles Frontz

**Schedule**

Biweekly, from 8/26/2015 to 6/3/2016

**Evidence of Completion**

iReady Data, District Formative Assessment Data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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

**G1.** If Golden Gate Elementary School staff consistently analyze data in order to make informed instructional decisions to drive differentiated instruction, with a focus on academic rigor, then student achievement will increase by 3% in all content areas as measured by district assessments. **1**

 G069532

**G1.B1** The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data. **2**

 B180954

**G1.B1.S1** Grade level teams will collaboratively plan with academic coaches weekly to ensure data driven differentiation of instruction. **4**

 S192335

### Strategy Rationale

By providing ongoing support from academic coaches, teachers' ability to plan effective lessons for their unique students will improve, and therefore student achievement will increase.

### Action Step 1 **5**

Academic coaches will attend weekly collaborative planning meetings.

#### Person Responsible

Charles Frontz

#### Schedule

Weekly, from 8/26/2015 to 6/3/2016

#### Evidence of Completion

Differentiated lesson plans will provide evidence of collaborative planning sessions.

### Action Step 2 5

Teachers will be trained in using Data Warehouse to access student data.

#### **Person Responsible**

Keri Mueller

#### **Schedule**

Every 3 Weeks, from 9/15/2015 to 6/3/2016

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

Student data entered into Data Warehouse, as well as meeting agendas will provide evidence that teachers trained on the effective use of Data Warehouse.

### Action Step 3 5

Coaches will conduct coaching cycles with teachers that need additional support in differentiating their instruction to meet the needs of their students.

#### **Person Responsible**

Melissa Stamper

#### **Schedule**

Weekly, from 9/3/2015 to 6/3/2016

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

Coaching cycles will be logged in iSupport.

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

The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.

#### **Person Responsible**

Charles Frontz

#### **Schedule**

Monthly, from 8/26/2015 to 6/3/2016

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

Monthly leadership meeting minutes

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

Administration and Academic Coaches will facilitate biweekly data analysis meetings in order to provide additional support and help to make informed decisions.

**Person Responsible**

Charles Frontz

**Schedule**

Biweekly, from 8/26/2015 to 6/3/2016

**Evidence of Completion**

Differentiated lesson plans and CTEM observations will be used to monitor that instruction is being differentiated based on PLC data.

**G1.B1.S2** Grade level teams participate in biweekly PLCs to analyze student data and determine areas that need re-teaching or enrichment. 4

 S192336

**Strategy Rationale**

By facilitating biweekly PLCs, teachers will become proficient in analyzing student data for strengths and weaknesses, and they will be able to make informed instructional decisions.

**Action Step 1 5**

Grade level teams will meet will meet biweekly to analyze formative assessment data and determine strengths and weaknesses in order to make informed instructional decisions.

**Person Responsible**

Charles Frontz

**Schedule**

Biweekly, from 9/2/2015 to 6/3/2016

**Evidence of Completion**

Data Warehouse notes and differentiated lesson plans will be used to provide evidence that effective PLC's are taking place.

**Action Step 2** 5

Ongoing Universal Design for Learning training will occur in order to effectively differentiate instruction.

**Person Responsible**

Kelly Bergey

**Schedule**

Quarterly, from 10/20/2015 to 6/3/2016

**Evidence of Completion**

sign in sheets, training material

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.

**Person Responsible**

Charles Frontz

**Schedule**

Monthly, from 9/2/2015 to 6/3/2016

**Evidence of Completion**

Monthly Leadership team agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Formative and summative assessment data will be monitored biweekly to ensure that student achievement is improving as a result of lesson planning based on student data.

**Person Responsible**

Charles Frontz

**Schedule**

Biweekly, from 9/3/2015 to 6/3/2016

**Evidence of Completion**

Differentiated lesson plans and CTEM observations will be used to monitor that instruction is being differentiated based on PLC data.

**G1.B2** There are a large number of students not meeting proficiency levels in Reading due to limited vocabulary. 2

 B180955

**G1.B2.S1** An additional hour of literacy instruction will occur each day using iReady. 4

 S192337

### Strategy Rationale

If students are provided with additional targeted literacy instruction daily, student achievement will improve.

### Action Step 1 5

An additional hour of literacy instruction will occur daily through the implementation of iReady. This hour will consist of targeted small group instruction based on formative assessment data.

#### Person Responsible

Melissa Stamper

#### Schedule

Daily, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

iReady reports, formative and summative assessments, and Quarterly Benchmark Tests will provide evidence that students are making progress toward becoming proficient readers.

### Action Step 2 5

Additional professional development in the use ELL strategies and the use of collaborative structures/Kagan Strategies will be conducted in order to create language rich instructional environments.

#### Person Responsible

Kelly Bergey

#### Schedule

Monthly, from 9/2/2015 to 6/3/2016

#### Evidence of Completion

Meeting agendas and sign in sheets will be provided as evidence that professional development occurred.

**Action Step 3** 5

Parent Involvement Activities will take place to empower families to work on literacy skills in the home.

**Person Responsible**

Kelly Bergey

**Schedule**

Monthly, from 8/18/2015 to 6/7/2016

***Evidence of Completion***

Sign in sheets will be provided as evidence that parent involvement activities occurred.

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

The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.

**Person Responsible**

Charles Frontz

**Schedule**

Monthly, from 9/16/2015 to 6/3/2016

***Evidence of Completion***

Monthly Leadership Meeting agendas.

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

iReady reports will be monitored to ensure individual student progress.

**Person Responsible**

Kelly Bergey

**Schedule**

Weekly, from 9/16/2015 to 6/3/2016

***Evidence of Completion***

iReady Reports and formative assessment data will be used to ensure that students are making progress toward meeting proficient levels.

**G1.B3** There is a lack of rigor in independent activities/centers based on the Florida Standards. 2

B180956

**G1.B3.S1** Targeted professional development will occur to increase the rigor of independent/center activities. 4

S192338

### Strategy Rationale

If professional development occurs to increase rigor in student activities, students will be more academically challenged, which will increase student achievement.

### Action Step 1 5

Targeted Professional development will occur to increase the rigor of independent/center activities.

#### Person Responsible

Melissa Stamper

#### Schedule

Monthly, from 9/16/2015 to 5/19/2016

#### Evidence of Completion

Student samples, Lesson plans, and CTEM observations will provide evidence that students are engaging in rigorous independent/center activities.

### Action Step 2 5

Professional development for the Florida Standards will take place throughout the school year.

#### Person Responsible

Melissa Stamper

#### Schedule

Weekly, from 8/12/2015 to 6/3/2016

#### Evidence of Completion

Lesson plans, training agendas, and student samples will provide evidence that teachers have been trained in implementing the new Florida Standards.

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

The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.

**Person Responsible**

Melissa Stamper

**Schedule**

Monthly, from 9/2/2015 to 6/2/2016

**Evidence of Completion**

Monthly Leadership Agendas

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

Lesson plans will be monitored weekly to gauge the complexity levels of independent/center activities based on the Florida Standards.

**Person Responsible**

Melissa Stamper

**Schedule**

Weekly, from 9/2/2015 to 6/2/2016

**Evidence of Completion**

Student samples will provide evidence of rigorous independent activities.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Academic coaches will attend weekly collaborative planning meetings.	Frontz, Charles	8/26/2015	Differentiated lesson plans will provide evidence of collaborative planning sessions.	6/3/2016 weekly
G1.B1.S2.A1	Grade level teams will meet will meet biweekly to analyze formative assessment data and determine strengths and weaknesses in order to make informed instructional decisions.	Frontz, Charles	9/2/2015	Data Warehouse notes and differentiated lesson plans will be used to provide evidence that effective PLC's are taking place.	6/3/2016 biweekly
G1.B2.S1.A1	An additional hour of literacy instruction will occur daily through the implementation of iReady. This hour will consist of targeted small group instruction based on formative assessment data.	Stamper, Melissa	8/17/2015	iReady reports, formative and summative assessments, and Quarterly Benchmark Tests will provide evidence that students are making progress toward becoming proficient readers.	6/3/2016 daily

**Collier - 0231 - Golden Gate Elementary School - 2015-16 SIP**  
*Golden Gate Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Targeted Professional development will occur to increase the rigor of independent/center activities.	Stamper, Melissa	9/16/2015	Student samples, Lesson plans, and CTEM observations will provide evidence that students are engaging in rigorous independent/center activities.	5/19/2016 monthly
G1.B1.S1.A2	Teachers will be trained in using Data Warehouse to access student data.	Mueller, Keri	9/15/2015	Student data entered into Data Warehouse, as well as meeting agendas will provide evidence that teachers trained on the effective use of Data Warehouse.	6/3/2016 every-3-weeks
G1.B1.S2.A2	Ongoing Universal Design for Learning training will occur in order to effectively differentiate instruction.	Bergey, Kelly	10/20/2015	sign in sheets, training material	6/3/2016 quarterly
G1.B2.S1.A2	Additional professional development in the use ELL strategies and the use of collaborative structures/Kagan Strategies will be conducted in order to create language rich instructional environments.	Bergey, Kelly	9/2/2015	Meeting agendas and sign in sheets will be provided as evidence that professional development occurred.	6/3/2016 monthly
G1.B3.S1.A2	Professional development for the Florida Standards will take place throughout the school year.	Stamper, Melissa	8/12/2015	Lesson plans, training agendas, and student samples will provide evidence that teachers have been trained in implementing the new Florida Standards.	6/3/2016 weekly
G1.B1.S1.A3	Coaches will conduct coaching cycles with teachers that need additional support in differentiating their instruction to meet the needs of their students.	Stamper, Melissa	9/3/2015	Coaching cycles will be logged in iSupport.	6/3/2016 weekly
G1.B2.S1.A3	Parent Involvement Activities will take place to empower families to work on literacy skills in the home.	Bergey, Kelly	8/18/2015	Sign in sheets will be provided as evidence that parent involvement activities occurred.	6/7/2016 monthly
G1.MA1	The leadership team and Intervention Leadership team will meet weekly to review school-wide formative assessment data, as well as Targeted and Intensive Intervention Data.	Frontz, Charles	8/26/2015	iReady Data, District Formative Assessment Data	6/3/2016 biweekly
G1.B1.S1.MA1	Administration and Academic Coaches will facilitate biweekly data analysis meetings in order to provide additional support and help to make informed decisions.	Frontz, Charles	8/26/2015	Differentiated lesson plans and CTEM observations will be used to monitor that instruction is being differentiated based on PLC data.	6/3/2016 biweekly
G1.B1.S1.MA1	The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.	Frontz, Charles	8/26/2015	Monthly leadership meeting minutes	6/3/2016 monthly
G1.B2.S1.MA1	iReady reports will be monitored to ensure individual student progress.	Bergey, Kelly	9/16/2015	iReady Reports and formative assessment data will be used to ensure that students are making progress toward meeting proficient levels.	6/3/2016 weekly
G1.B2.S1.MA1	The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.	Frontz, Charles	9/16/2015	Monthly Leadership Meeting agendas.	6/3/2016 monthly
G1.B3.S1.MA1	Lesson plans will be monitored weekly to gauge the complexity levels of independent/center activities based on the Florida Standards.	Stamper, Melissa	9/2/2015	Student samples will provide evidence of rigorous independent activities.	6/2/2016 weekly
G1.B3.S1.MA1	The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.	Stamper, Melissa	9/2/2015	Monthly Leadership Agendas	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Formative and summative assessment data will be monitored biweekly to ensure that student achievement is improving as a result of lesson planning based on student data.	Frontz, Charles	9/3/2015	Differentiated lesson plans and CTEM observations will be used to monitor that instruction is being differentiated based on PLC data.	6/3/2016 biweekly
G1.B1.S2.MA1	The Leadership Team will review the SIP timeline monthly to monitor the effectiveness of action steps and make adjustments.	Frontz, Charles	9/2/2015	Monthly Leadership team agendas	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If Golden Gate Elementary School staff consistently analyze data in order to make informed instructional decisions to drive differentiated instruction, with a focus on academic rigor, then student achievement will increase by 3% in all content areas as measured by district assessments.

**G1.B1** The majority of teachers have not been trained to differentiate instruction based on analysis and interpretation of ongoing assessment data.

**G1.B1.S1** Grade level teams will collaboratively plan with academic coaches weekly to ensure data driven differentiation of instruction.

### PD Opportunity 1

Academic coaches will attend weekly collaborative planning meetings.

#### Facilitator

Instructional coaches

#### Participants

Classroom teachers Instructional coaches Administration

#### Schedule

Weekly, from 8/26/2015 to 6/3/2016

### PD Opportunity 2

Teachers will be trained in using Data Warehouse to access student data.

#### Facilitator

Keri Mueller

#### Participants

Teachers, Administration, Coaches

#### Schedule

Every 3 Weeks, from 9/15/2015 to 6/3/2016

### PD Opportunity 3

Coaches will conduct coaching cycles with teachers that need additional support in differentiating their instruction to meet the needs of their students.

**Facilitator**

Academic coaches

**Participants**

Teachers

**Schedule**

Weekly, from 9/3/2015 to 6/3/2016

**G1.B1.S2** Grade level teams participate in biweekly PLCs to analyze student data and determine areas that need re-teaching or enrichment.

### PD Opportunity 1

Grade level teams will meet will meet biweekly to analyze formative assessment data and determine strengths and weaknesses in order to make informed instructional decisions.

**Facilitator**

Academic Coaches, Administration

**Participants**

Teachers, Coaches, Administration

**Schedule**

Biweekly, from 9/2/2015 to 6/3/2016

### PD Opportunity 2

Ongoing Universal Design for Learning training will occur in order to effectively differentiate instruction.

**Facilitator**

Bill Schulte

**Participants**

Teachers, Coaches, Administration

**Schedule**

Quarterly, from 10/20/2015 to 6/3/2016

**G1.B2** There are a large number of students not meeting proficiency levels in Reading due to limited vocabulary.

**G1.B2.S1** An additional hour of literacy instruction will occur each day using iReady.

**PD Opportunity 1**

An additional hour of literacy instruction will occur daily through the implementation of iReady. This hour will consist of targeted small group instruction based on formative assessment data.

**Facilitator**

Instructional Coaches

**Participants**

Teachers, Coaches, Administration

**Schedule**

Daily, from 8/17/2015 to 6/3/2016

**PD Opportunity 2**

Additional professional development in the use ELL strategies and the use of collaborative structures/ Kagan Strategies will be conducted in order to create language rich instructional environments.

**Facilitator**

Instructional Coaches, Administration

**Participants**

Teachers

**Schedule**

Monthly, from 9/2/2015 to 6/3/2016

**G1.B3** There is a lack of rigor in independent activities/centers based on the Florida Standards.

**G1.B3.S1** Targeted professional development will occur to increase the rigor of independent/center activities.

**PD Opportunity 1**

Targeted Professional development will occur to increase the rigor of independent/center activities.

**Facilitator**

Academic Coaches

**Participants**

Teachers, Coaches, Administration

**Schedule**

Monthly, from 9/16/2015 to 5/19/2016

**PD Opportunity 2**

Professional development for the Florida Standards will take place throughout the school year.

**Facilitator**

Academic Coaches

**Participants**

Teachers, Coaches, Administration

**Schedule**

Weekly, from 8/12/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Academic coaches will attend weekly collaborative planning meetings.				\$69,925.49
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Golden Gate Elementary School	Title I Part A		\$69,925.49
<i>Notes: Reading Coach</i>						
2	G1.B1.S1.A2	Teachers will be trained in using Data Warehouse to access student data.				\$0.00
3	G1.B1.S1.A3	Coaches will conduct coaching cycles with teachers that need additional support in differentiating their instruction to meet the needs of their students.				\$0.00
4	G1.B1.S2.A1	Grade level teams will meet will meet biweekly to analyze formative assessment data and determine strengths and weaknesses in order to make informed instructional decisions.				\$168,576.88
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Golden Gate Elementary School	Title I Part A		\$62,292.70
<i>Notes: Science Coach</i>						
			0231 - Golden Gate Elementary School	Title I Part A		\$75,103.21
<i>Notes: .5 Guidance Counselor</i>						
			0231 - Golden Gate Elementary School	Title I Part A		\$31,180.97
<i>Notes: .5 Math Coach</i>						
5	G1.B1.S2.A2	Ongoing Universal Design for Learning training will occur in order to effectively differentiate instruction.				\$0.00
6	G1.B2.S1.A1	An additional hour of literacy instruction will occur daily through the implementation of iReady. This hour will consist of targeted small group instruction based on formative assessment data.				\$171,762.21
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Golden Gate Elementary School	Title I Part A		\$83,620.47
<i>Notes: Reading Resource Teacher</i>						
			0231 - Golden Gate Elementary School	Title I Part A		\$28,895.86

Budget Data						
				<i>Notes: .5 Reading Resource Teacher</i>		
			0231 - Golden Gate Elementary School	Title I Part A		\$59,245.88
				<i>Notes: Reading Resource Teacher</i>		
7	G1.B2.S1.A2	Additional professional development in the use ELL strategies and the use of collaborative structures/Kagan Strategies will be conducted in order to create language rich instructional environments.				\$0.00
8	G1.B2.S1.A3	Parent Involvement Activities will take place to empower families to work on literacy skills in the home.				\$5,290.08
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0231 - Golden Gate Elementary School	Title I Part A		\$5,290.08
				<i>Notes: Parent Involvement Budget</i>		
9	G1.B3.S1.A1	Targeted Professional development will occur to increase the rigor of independent/center activities.				\$0.00
10	G1.B3.S1.A2	Professional development for the Florida Standards will take place throughout the school year.				\$0.00
					<b>Total:</b>	<b>\$415,554.66</b>