

Gold Coast Community School



2016-17 Schoolwide Improvement Plan

Gold Coast Community School

4260 WESTGATE AVE, West Palm Beach, FL 33409

www.edline.net/pages/gold_coast_community_school

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-10	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	91%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gold Coast Community School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Vision

Gold Coast School of Choice envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

b. Provide the school's vision statement.

Mission

Gold Coast School of Choice is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

2. School Environment

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

Schools are required by the Florida Department of Education to complete their School Improvement Plan (SIP) template with the assistance of their School Advisory Councils. In addition to the content in the SIP template, schools are required to include: Single school culture and appreciation of multicultural diversity (applicable to all grade levels). Content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- a) History of Holocaust (Students going on field trip to Ann Frank Museum)
- b) History of Africans and African Americans (month long activity on Black History in the month of February)
- c) Hispanic Contributions (The month of 9/15-10/15 schools dedicates to Hispanic Heritage month, lessons, book displayed in Media Center, Hispanic music played during bell changes and a fun fact read during announcements)
- d) Women's Contributions(Research activities on Women's contributions to our Country)
- e) Sacrifices of Veterans (Activity on Veterans Day 11/11/16)

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

1. Gold Coast provides professional development to the faculty and staff on learning strategies, social skills, and self-management skills and its relationship to creating a positive, caring and supportive school community.
2. Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contests students will encounter before/during/after school
3. Train SGA student leaders in conflict mediation techniques to be peer mediators
4. Adults on campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies
5. Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-

academic settings and giving them instruction for reporting violations to appropriate supervisors
BPIE:

All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

c. 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.

1. Universal Guidelines and behavior matrix taught at the beginning of school and during orientation as new students enter school.
2. SwPBS team reviews classroom data to ensure students are engaged while in class. The school integrates the Single School Culture beliefs by implementing universal signals as well as guidelines that students and staff follow. Students and teacher models lesson that reflect Single School Culture
3. Ensure differentiation of instruction is taking place to meet the needs of all students.
4. Make references to Universal Guidelines and behavioral expectations when providing student with positive feedback.
5. Train all teachers in classroom management strategies.
6. School-wide recognition system is in place.

d. 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.

1. School based team meets weekly to discuss students with barriers to academic and social success
2. Adult mentors are assigned to all students
3. Conflict mediation training to students through SGA and after-school
4. Instruction and other campus activities that address social-emotional needs of students

3. Early Warning Systems

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

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

Gold Coast will:

1. Utilize data systems to identify students who have attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English, Language Arts or mathematics and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics attendance, behavioral or academic concerns
2. Create data decision rules for number of absences or OSS before referral generated to SBT
3. Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
4. Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	11	31	17	18	0	0	77	
One or more suspensions	0	0	0	0	0	0	2	8	17	14	7	0	0	48	
Course failure in ELA or Math	0	0	0	0	0	0	1	12	33	18	16	0	0	80	
Level 1 on statewide assessment	0	0	0	0	0	0	2	13	34	26	25	0	0	100	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	2	16	38	26	22	0	0	104	

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

All Level 1 students will be targeted for after school tutorial support in reading and/or math. Letters will be sent home to parents describing the importance of the tutorials and permission for the students to stay in the after-school tutorial program.
Students will also be pulled out of elective classes twice a week for tutorial support in reading, civic, science, and/or math.
Students will participate in FSA Boot Camp for all content areas during the 2016-17 SY
Students who received at least 2 suspensions, have low attendance, and/or struggling academically will be recommended for our School Based Team (SBT) intervention program.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319491>.

2. Description

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

2. 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.

Gold Coast School of Choice builds and sustains partnership with the local community by sending out monthly newsletters informing the community of positive things occurring on campus, inviting community leaders to student recognition activities, inviting community leaders to be a part of our SAC and recruiting community partners to be mentors for our students who are involved in community service

projects.

BPIE:

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Abrams, Timothy	Principal
Taylor, Shaundrika	Assistant Principal
Moreland, Cassandra	Teacher, ESE
moylan, jay-scott	Teacher, K-12

b. Duties

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

Our Rtl Leadership Team functions under the primus that we will always do what is best for students and their families. At Gold Coast School of Choice we believe in educating the whole child and we pride ourselves on building relationships with students, parents and the community.

Our team meets weekly so that we are able to:

Discuss collected evaluation, performance and/or behavioral data; make instructional decisions; present and discuss progress monitoring information; and identify students who are falling behind, at, or above proficiency levels on annually assessed benchmarks and common core standards. Identify students with behavioral concerns and modify behavior utilizing SWPBS.

We also identify, coordinate and schedule professional development, materials, equipment and resources to teachers that will assist in a "just in time" manner. In addition, we serve as a think trust, charged with problem solving, modeling effective practices, researching evidence based interventions, evaluating intervention implementation and coordinating services with district personnel and community agencies.

2. 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.

Principal and or Assistant Principal: Leads, facilitates and model the use of data in the decision making process, mandates regular meetings of the school-based team (SBT), attends SBT meetings, ensures that the SBT implements Rtl by assessing the Rtl skills of faculty and staff, monitors implementation of research based interventions and support the collection of documentation and data, arranges and/or approves appropriate professional development to enhance Rtl

implementation, and effectively communicates school-based RtI plans and activities with students and parents. SBT/ESE Coordinator/Guidance Counselor/: Serves as chair of SBT, schedules SBT meetings, coordinates and manages services that support intervention implementation, assist in researching evidence based intervention, collaborates in the development of intervention implementation plans, provides expert advice on issues from assessments, instruction and interventions appropriate for particular students, coordinates services with community based agencies to serve students and their families in an effort to provide additional academic, emotional, behavioral, and social growth and development.

Learning-Team Facilitator: Manages, models and assesses the implementation of academic curriculum frameworks and standards based academic instruction, assist ESE and General Instruction Faculty with research based instruction and behavior assessments and assist in the intervention implementation process. Assesses student needs based upon available data and coordinates/facilitates assistance from appropriate district level staff to identify evidence-based intervention strategies and coordinated school wide assessments/evaluation programs, assist with progress monitoring, data collection, data analysis and reporting. Designs, coordinates, schedules and delivers professional development and other teacher support.

General Education Teachers: Provides and communicates researched based academics and behavior information in relation to common core standard instruction/School Wide Positive Behavior System(SWPBS); is involved through collaboration with designated staff.

Exceptional Student Education (ESE) Teachers: Collaborates in the student performance and behavior data collection process, Provides academic instruction, activities and materials to improve student performance, behavior, social and emotional needs with regular education teachers in activities such as co-teaching, support facilitation and other student centered instructional models.

ESE Coordinator: Our ESE coordinator monitors and helps formulate student's Individual Education Plan (IEP) to remain in compliance with district and state statues. Facilitates Child Study Team meetings; Coordinate IEP updates with parents and school psychologist; Provide consultation for all ESE students; Attend ESE meetings with district personnel to comply with additional state regulations and attend meetings for students being staffed to Gold Coast. Additionally, serves on the SBT, SWPBS and Administrative team.

School Psychologist: Facilitates, coordinates and/or participates in the timely collection of academic or behavior data, analyzes and communicates data based findings, assists in the development of comprehensive and specific interventions. [Interpret plans, participates in progress monitoring activities, serves as a primary support to ensure that evidence based interventions are implemented with fidelity, assist in documenting intervention implementation], provides technical assistance and professional development.

Speech Language Pathologist: Collaborates in the student performance data collection process, provides technical support and professional development to faculty and staff relative to speech and language and their impact on core instruction, facilitates and/or assist in the selection of appropriate evaluation/assessment measures and analyzes common trends and patterns in student data, particular to speech and language proficiency.

Title I funds are utilized to provide professional development, attendance at professional conferences and tutorials. Materials and training for all parent involvement activities are provided through Title 1 funds. Additionally, books will be purchased for the Media Center and for the Shared Reading Program as well as math manipulatives and math instructional resources for all math classes. After-school tutorials will be provided to all students who participate in the after-school program.

Title II funds support Marzano training and other district initiatives.

Staff collaborate with district multicultural and migrant departments to meet the needs of students and families. Additionally, the administration works with the HEART STAFF to meet the needs of families who are homeless.

Gold Coast has implemented a School-wide Positive Behavior Support system (SWPBs) to create a safe, positive environment to promote academic achievement. We will provide incentives to all students who display positive behaviors throughout the 2016-17 school year in order to reduce our Out of School suspensions. After-school tutorials will be provided to all students who participate in the after-school program. Gold Coast students will also participate in pull-out tutorials to assist students with FSA Strategies.

We have installed 27 security cameras on campus to ensure the safety of all students, faculty and staff.

District-wide implementation of School-wide Positive Behavior as well as Appreciation of Multicultural Diversity.

Anti-bullying initiative has been implemented; Guidance, as well as Administration, monitors via phone/internet.

Gold Coast Community School participates in Provision II, a program which ensures that all students will have the benefit of receiving breakfast at no cost regardless of their Free/Reduced Meal Status.

Gold Coast School of Choice has a Teen Parent Program for middle school and ninth grade teen parents who are pregnant or who has a child. The Parenting instructor coordinates services with social service agencies such as the Department of Children and Family Services, WIC, etc. She also works with Planned Parenthood and Palm Beach County Youth for Christ as she implements the parenting curriculum through a daily parenting class for the teen mothers and or fathers.

Gold Coast School of Choice provides meals and food to those persons in the community who may be experiencing hardships. Meals are available on Saturdays and Sunday and food is available as the need arises. Additionally, the program offers the students and members of the community an opportunity to volunteer and experience service learning opportunities. Gold Coast complies with the McKinney-Vento Act to provide serves for homeless students. Coordinate with Multicultural department to assist with Migrants for any resources and community partners for daily necessities. Gold coast also provides school dress code shirts.

District dollars are allotted through the Safe Schools Institute to fund the after school program which provides tutoring, credit recovery opportunities, and enrichment for students not able to take elective courses during the regular school day due to state mandates requiring Intensive Reading and Math scheduling for low performing students.

The School Board has provided funds to renew the contract with Middle School(Edgenuity) and Edgenuity (Formally E2020) so that the students are able to recover credits lost during previously failed attempts to pass required academic courses.

Gold Coast School of Choice has also partnered with Communities in School to support our students who may experience difficulty in a school setting and to provide additional resources to our school. Gold Coast staff works closely with the community to meet the diverse needs of our students. Business partners include but not limited to Do Right Church, Home Depot, Chick Fil A.

Single School Culture:

Gold Coast integrates Single School Culture (the district-wide belief system about academics, climate, and behavior) and the appreciation for multicultural diversity as required by (S.B. Policy 2.09(8)(b)).

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Timothy Abrams	Principal
Dorothy McKinon	Teacher
Mary Ann Berryman	Parent
Bishop Sylvester McKinon	Business/Community
Jay Scott Moylan	Teacher
Brittany Berryman	Student
Lourdes De La Torre	Education Support Employee
Soledad Diaz	Parent
Joshua Barbosa	Student
Tammie Miller	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

At the Title I Annual Parent Meeting Mr. Abrams reviewed the 2015 school improvement plan with the parents to see if goals were met. Gold Cost School Advisory Council(SAC) evaluated last year's SIP by participating in planning and monitoring of SIP; assisting in the development of educational goals and objectives; recommended various support services in the school; and reviewing the budget to be sure it aligned with the School Improvement Plan.

b. Development of this school improvement plan

Parents and community partners are encouraged to participate in the development of the school's improvement plan. Input will be solicited from parents and community partners at all SAC meeting. School data will be reviewed by the SAC and updates and/or revisions will be made to the SIP by the SAC.

c. Preparation of the school's annual budget and plan

During monthly SAC meeting, parents and community partners are encouraged to participate in preparing the school's annual budget and plan.

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

The school improvement funds were used for the following items:

part-time in system for collaborative planning: 7,460.22

PD supplies, ie chart paper, cartridges, highlighters, computers for PD training room, binders, folders: 1,532

Professional conferences, ie FSA, FRA, district training on new standards, literacy training, and technology: 1,000

Laptop for PD: 692.99

Consultant Dr. Patrick Williams: 1,500

Universal Binders: 2,200

Purchase and Train teachers on Smartboards: 3,115.32

part-time in system for tutorial: 5,000

calculators, paper, instructional games, ink, markers, journals, composition books, staplers, classroom libraries: 10,337.59

Transporation and Hotel for college tours: 5,000
IXI License for Math: 1,125
paper, pens, cartridges, refreshments for parent training's: 856.88
Totals: 38,288

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abrams, Timothy	Principal
moylan, jay-scott	Teacher, K-12
Wadley, Shekena	Teacher, K-12
Taylor, Shaundrika	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our major initiative this year is to improve our performance from the previous year. Each students is required to read a book for the first 15 minutes of school within the designated DEAR time that has been built into the daily schedule. Students will be able to participate in FSA Boot Camps for ELA/ Reading, Math and Science. Students incorporate writing in daily journals to demonstrate comprehension for reading material.

D. Public and Collaborative Teaching

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

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

Funds were allocated for teacher to return to school one week early for collaboration on strategies for students academic improvement. Faculty & staff will meet once a month for after-school collaboration and on district PDD days. Teachers will also meet during department common planning time once a week to plan strategies for student academic improvement.

BPIE:

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

To recruit and retain highly qualified, certified-in-field, effective teachers the principal of Gold Coast School of Choice searches Internet postings through People Soft; works with the Department of Recruitment and Retention during the Voluntary transfers and Excess personnel, and solicits referrals from current administrators & teachers; new teachers are paired with veteran teachers to provide support and a safe orderly environment is conducive for all staff and students.

The principal also provides leadership opportunities to qualified teachers, provides teacher recognition and celebrations, coordinates high quality professional development and offer professional development sessions based on specific needs identified throughout the school year.

Professional Development is also provided through School District training and workshops.

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

Teachers new to Gold Coast are paired with an academic teacher/team. Each Department Chair and their team mentors the new teacher with model lessons, planning, data analysis, instructional practices, and the like.

New teachers to the District are in the New Educator District program(Educator Support Program) which includes support for Instructional Design and Lesson Planning; The Learning Environment; Instructional Delivery and Facilitation, Assessments; Continuous Professional Improvement, and Professional responsibility and Ethical Conduct. This program of support for first year teachers is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. It also helps o ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school district provides us with a web portal access to focus calendars, scopes and sequence, along with daily aligned resources. Our district and school instructional leaders have also provided our staff training on the new FSA standards along with new HMH Language Arts, Read 180 materials and Reading Plus. Our science and civics teachers have also been trained on utilizing the Item Specifications to ensure they use only aligned core resources. Math teachers will receive training and implement IXL math program.

During our common planning we have ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. These learning opportunities promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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.

At Gold Coast, we hold regular meetings to make decisions about literacy instruction in our school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards. We also use a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

In order to assist our students who are having difficulty attaining the proficient on state assessments, we create a schedule with an uninterrupted 50 minutes reading block, an uninterrupted 50 minutes writing block, instruction based on student needs and resources to support instruction.

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

Strategy: After School Program

Minutes added to school year: 3,800

Students at Gold Coast will be afforded the opportunity to participate in the After School Tutorial Program to receive remediation and enrichment opportunities to improve their academic performance in class as well as academic recovery for those students who are one or more grade levels behind. The instruction will be an extension of the academic day to help students in need of extra help in the Core Academic subject area in which they are struggling or performing low on a tested benchmark.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended school day setting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Shaundrika, shaundrika.taylor@palmbeachschools.org

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

By utilizing our EDW reports, Common Core Assessments, Diagnostic assessments and classroom assessments to review student performance, we will create individual folders for the students based on their areas of weakness to improve upon their performance in the classroom, diagnostic and individual assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement

results in instructional practice and student performance.

Meetings are held at feeder school to introduce parents and students to the programs offered at Gold Coast. As students meet with success at Gold Coast and desire to return to their home-based schools, transition meetings are held at home-based schools.

b. College and Career Readiness

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

Gold Coast students are advised based on the career track they are pursuing determined by their grade/ academic level. Students courses are selected based on a personal look into each students prior and current performance on the FSA and their abilities to perform in their core subjects. All athletically inclined students will be placed in Florida Virtual in lieu of Edgenuity classes to meet the requirements of the NCAA eligibility for college. Gold Coast plans initiate annual college tours to expose student to college life and familiarize the students with college entrance requirements. Students that pass the PERT and have a GPA requirement will be encouraged to participate in Dual Enrollment or Industrial Certification.

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

Gold Coast is an Academic Credit Recovery Program that only support students from grades 6-9 whom have been retained one or more times in their academic career. Our major objective is to get our students back to grade level or above for high school graduation. However, we strongly emphasize post-secondary education despite the odds of highly at risk students leaving Gold Coast after 9th grade. We align our master schedule with the state required core courses for students entering a comprehensive high school so that their transition from Gold Coast will lead to them making a decision on post secondary education in their future.

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

Although Gold Coast currently goes to 9th grade, we advise all of our students based on post secondary options if they decide when they return to their home school to pursue a post secondary degree or certification in their chosen field. We also take students on local and out state college tours to expose them to the post secondary options.

4. 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.

Gold Coast School of Choice only goes to 9th grade at this time. However, Gold Coast uses Edgenuity for credit recovery. Students also participate in state assessments to prepare them for post-secondary entrance such as SAT, PSAT. We also provide boot camps to ensure success.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide students with a positive and supportive climate, then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide students with a positive and supportive climate, then we will ensure high school readiness. 1a

G085852

Targets Supported 1b

Indicator	Annual Target
High School Readiness	75.0
Attendance Below 90%	48.0
2+ Course Failures - Middle Grades	45.0
One or More Suspensions	27.0
2+ Course Failures - Grade 09	33.0

Targeted Barriers to Achieving the Goal 3

- Teachers need more support in classroom management strategies to decrease discipline referrals, strategies to differentiate and engage 21 century learners.
- Low participation in family involvement meetings and activities (due to scheduling conflicts and the lack of understanding the importance of parent involvement).

Resources Available to Help Reduce or Eliminate the Barriers 2

- school-wide reading program
- HQ teachers
- Technology,

Plan to Monitor Progress Toward G1. 8

Review and analyze data

Person Responsible

Shaundrika Taylor

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Results from 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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide students with a positive and supportive climate, then we will ensure high school readiness.


1

 G085852

G1.B1 Teachers need more support in classroom management strategies to decrease discipline referrals, strategies to differentiate and engage 21 century learners. 2

 B228119

G1.B1.S1 Provide professional learning opportunities to equip teachers with the knowledge to support student's academic, behavioral and social/emotional development. 4

 S240684

Strategy Rationale

Additional support needed to better understand how to meet the needs of our students

Action Step 1 5

Build the capacity of teachers and administration through pre-school collaborative planning, conferences and workshops which will continue throughout the school year.

Person Responsible

Timothy Abrams

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PD agendas, sign-in sheets, lesson plans

Action Step 2 5

Support teachers in planning for and utilizing 21st Century technology to improve increase student engagement. (iXL, Edgenuity, Reading Plus, Algebra nation, etc.)

Person Responsible

Shaundrika Taylor

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

class rosters, usage reports by teacher, lesson plans

Action Step 3 5

Provide teachers with utilizing school-wide positive behavior strategies and support to promote a positive and supportive learning environment.

Person Responsible

Shaundrika Taylor

Schedule

Annually, from 8/22/2016 to 6/1/2017

Evidence of Completion

sign in sheets, data from EDW

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

Administration will review PD agendas, sign-sheets, and lesson plans

Person Responsible

Shaundrika Taylor

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

feedback from lesson plans to verify benchmarks and standards are being taught

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

Administration will hold curriculum conference with teachers

Person Responsible

Timothy Abrams

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

student data from mini assessments, quizzes, data chats, conference notes

G1.B1.S2 Establish personalized learning opportunities for all students. 4

 S240685

Strategy Rationale

Additional time needed to acquire new skills. Leadership decided to move from 6 period days to 7 period days

Action Step 1 5

Extended day learning opportunity for non proficient students.

Person Responsible

Timothy Abrams

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student-teacher sign in sheets, lesson plans, assessments

Action Step 2 5

Select students will be offered credit recovery opportunities.

Person Responsible

Shaundrika Taylor

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

class roster, lesson plans, teacher schedule

Action Step 3 5

Students will have an opportunity to participate in school developed Mentorship Program

Person Responsible

Shaundrika Taylor

Schedule

On 6/1/2017

Evidence of Completion

Sign-in sheets, supportive documents

Action Step 4 5

Implement a universal binder for each student that can be utilized in each class so that students can be organized and their work can be kept in one centralized place.

Person Responsible

Shaundrika Taylor

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Students will receive binders

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

Provide opportunities for students to work on new skills after-school

Person Responsible

Cassandra Moreland

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student Sign In Sheets

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

Students proficiency will increase on diagnostics, common assessments, FSA

Person Responsible

Timothy Abrams

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Assessment Reports

G1.B3 Low participation in family involvement meetings and activities (due to scheduling conflicts and the lack of understanding the importance of parent involvement. 2

 B228121

G1.B3.S1 Provide parent trainings and events to support college readiness. 4

 S240688

Strategy Rationale

To educate parents on post secondary academic careers for students.

Action Step 1 5

Potential college and career ready students will attend a tour to visit local colleges and technical schools to experience real world interactions on the campuses.

Person Responsible

Timothy Abrams

Schedule

On 6/1/2017

Evidence of Completion

attendance roster, agenda, student reflections

Action Step 2 5

Provide training's and communicate with parents of students who are not on track for promotion to better understand problems students may be experiencing which may hinder their academic success.

Person Responsible

Timothy Abrams

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Invitations, agendas, sign-in sheets, evaluations

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

Monitor data reports, walk-throughs,

Person Responsible

Timothy Abrams

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

data reports, observations

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

Review of data reports

Person Responsible

Timothy Abrams

















Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Read 180 reports that display student data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M320286	Review and analyze data	Taylor, Shaundrika	8/22/2016	Results from data	6/1/2017 monthly
G1.B1.S1.MA1  M320276	Administration will hold curriculum conference with teachers	Abrams, Timothy	8/22/2016	student data from mini assessments, quizzes, data chats, conference notes	6/1/2017 biweekly
G1.B1.S1.MA1  M320277	Administration will review PD agendas, sign-sheets, and lesson plans	Taylor, Shaundrika	8/22/2016	feedback from lesson plans to verify benchmarks and standards are being taught	6/1/2017 monthly
G1.B1.S1.A1  A311572	Build the capacity of teachers and administration through pre-school collaborative planning,...	Abrams, Timothy	8/22/2016	PD agendas, sign-in sheets, lesson plans	6/1/2017 monthly
G1.B1.S1.A2  A311573	Support teachers in planning for and utilizing 21st Century technology to improve increase student...	Taylor, Shaundrika	8/22/2016	class rosters, usage reports by teacher, lesson plans	6/1/2017 daily
G1.B1.S1.A3  A311574	Provide teachers with utilizing school-wide positive behavior strategies and support to promote a...	Taylor, Shaundrika	8/22/2016	sign in sheets, data from EDW	6/1/2017 annually
G1.B3.S1.MA1  M320284	Review of data reports	Abrams, Timothy	8/22/2016	Read 180 reports that display student data.	6/1/2017 monthly
G1.B3.S1.MA1  M320285	Monitor data reports, walk-throughs,	Abrams, Timothy	8/22/2016	data reports, observations	6/1/2017 daily
G1.B3.S1.A1  A311583	Potential college and career ready students will attend a tour to visit local colleges and...	Abrams, Timothy	8/22/2016	attendance roster, agenda, student reflections	6/1/2017 one-time
G1.B3.S1.A2  A311584	Provide training's and communicate with parents of students who are not on track for promotion to...	Abrams, Timothy	8/22/2016	Invitations, agendas, sign-in sheets, evaluations	6/1/2017 monthly
G1.B1.S2.MA1  M320278	Students proficiency will increase on diagnostics, common assessments, FSA	Abrams, Timothy	8/22/2016	Assessment Reports	6/1/2017 weekly
G1.B1.S2.MA1  M320279	Provide opportunities for students to work on new skills after-school	Moreland, Cassandra	8/22/2016	Student Sign In Sheets	6/1/2017 daily
G1.B1.S2.A1  A311575	Extended day learning opportunity for non proficient students.	Abrams, Timothy	8/22/2016	Student-teacher sign in sheets, lesson plans, assessments	6/1/2017 daily
G1.B1.S2.A2  A311576	Select students will be offered credit recovery opportunities.	Taylor, Shaundrika	8/22/2016	class roster, lesson plans, teacher schedule	6/1/2017 daily
G1.B1.S2.A3  A311577	Students will have an opportunity to participate in school developed Mentorship Program	Taylor, Shaundrika	9/12/2016	Sign-in sheets, supportive documents	6/1/2017 one-time
G1.B1.S2.A4  A311578	Implement a universal binder for each student that can be utilized in each class so that students...	Taylor, Shaundrika	8/22/2016	Students will receive binders	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. If we provide students with a positive and supportive climate, then we will ensure high school readiness.

G1.B1 Teachers need more support in classroom management strategies to decrease discipline referrals, strategies to differentiate and engage 21 century learners.

G1.B1.S1 Provide professional learning opportunities to equip teachers with the knowledge to support student's academic, behavioral and social/emotional development.

PD Opportunity 1

Build the capacity of teachers and administration through pre-school collaborative planning, conferences and workshops which will continue throughout the school year.

Facilitator

Mrs. Wadley-Harper

Participants

teachers and staff

Schedule

Monthly, from 8/22/2016 to 6/1/2017

PD Opportunity 2

Support teachers in planning for and utilizing 21st Century technology to improve increase student engagement. (iXL, Edgenuity, Reading Plus, Algebra nation, etc.)

Facilitator

Shaundrika Taylor

Participants

select math teachers and ELA teachers

Schedule

Daily, from 8/22/2016 to 6/1/2017

PD Opportunity 3

Provide teachers with utilizing school-wide positive behavior strategies and support to promote a positive and supportive learning environment.

Facilitator

Jay-Scott Moylan

Participants

Teachers, Administration

Schedule

Annually, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Build the capacity of teachers and administration through pre-school collaborative planning, conferences and workshops which will continue throughout the school year.				\$12,943.15
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1641 - Gold Coast Community School	Title I, Part A		\$5,943.15
			Notes: Collaborative Planning			
	6400	330-Travel	1641 - Gold Coast Community School	Title I, Part A		\$7,000.00
			Notes: Model Schools, National At Risk Youth, 23rd Annual Conference on Alternative Education			
2	G1.B1.S1.A2	Support teachers in planning for and utilizing 21st Century technology to improve increase student engagement. (iXL, Edgenuity, Reading Plus, Algebra nation, etc.)				\$7,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	1641 - Gold Coast Community School	Title I, Part A		\$1,253.00
			Notes: iXL licenses, Reflector 2 Ipad apps			
	5100	510-Supplies	1641 - Gold Coast Community School	Title I, Part A		\$1,422.00
			Notes: headphones for use with computer programs, iPad protective covers			
	5100	644-Computer Hardware Non-Capitalized	1641 - Gold Coast Community School	Title I, Part A		\$4,000.00
			Notes: iPads for classroom use			
	5100	692-Computer Software Non-Capitalized	1641 - Gold Coast Community School	Title I, Part A		\$500.00
			Notes: Apple Care for iPads			
3	G1.B1.S1.A3	Provide teachers with utilizing school-wide positive behavior strategies and support to promote a positive and supportive learning environment.				\$0.00
4	G1.B1.S2.A1	Extended day learning opportunity for non proficient students.				\$5,058.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1641 - Gold Coast Community School	Title I, Part A		\$5,058.00
			Notes: part-time in system for tutorial			
5	G1.B1.S2.A2	Select students will be offered credit recovery opportunities.				\$9,312.05

Palm Beach - 1641 - Gold Coast Community School - 2016-17 SIP
Gold Coast Community School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1641 - Gold Coast Community School	Title I, Part A		\$9,312.05
			<i>Notes: extra periods for three teachers</i>			
6	G1.B1.S2.A3	Students will have an opportunity to participate in school developed Mentorship Program				\$0.00
7	G1.B1.S2.A4	Implement a universal binder for each student that can be utilized in each class so that students can be organized and their work can be kept in one centralized place.				\$3,083.08
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1641 - Gold Coast Community School	Title I, Part A		\$3,083.08
			<i>Notes: Universal Binders, promote student organization (binders, dividers, spiral notebooks, pencil pouches, pens, pencils, sticky notes), copy paper, folders, whiteboards, chart paper, white board markers and erasers (replenish), scholastic readers</i>			
8	G1.B3.S1.A1	Potential college and career ready students will attend a tour to visit local colleges and technical schools to experience real world interactions on the campuses.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	330-Travel	1641 - Gold Coast Community School	Title I, Part A		\$2,000.00
			<i>Notes: Hotel</i>			
	7800	390-Other Purchased Services	1641 - Gold Coast Community School	Title I, Part A		\$2,000.00
			<i>Notes: Charter Bus</i>			
9	G1.B3.S1.A2	Provide training's and communicate with parents of students who are not on track for promotion to better understand problems students may be experiencing which may hinder their academic success.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1641 - Gold Coast Community School	Title I, Part A		\$2,500.00
			<i>Notes: Supplies (copy paper, ink, pens, folders, post-it notes, chart paper, refreshments</i>			
					Total:	\$44,071.28