



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gold Coast Community School

4260 WESTGATE AVE

West Palm Beach, FL 33409

561-687-6300

www.edline.net/pages/gold_coast_community_school

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gold Coast Community School

Principal

Willie Jo Young

School Advisory Council chair

Dorothy McKinon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Timothy Abrams	Assistant Principal
Cassandra Moreland	ESE/After School Coordinator
Jay-Scott Moylan	Reading Teacher/SwPBS Coord.
Bruce Kutikoff	Guidance Counselor
Shekena Wadley	ELA Teacher/Coordinator
Dorothy McKinon	Title I/Parent Liaison

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Elected SAC members for 2013-2014 are Brian Razen – (President, Hanna Lopez – (Vice President), Alicia Dudley – (Secretary), Magdalena St. Louis – (Treasurer), Lisa Molden – (District Site Committee)

Involvement of the SAC in the development of the SIP

Monthly SAC meetings, Fund Raisers for Student Incentives and Volunteers for the Soup Kitchen

Activities of the SAC for the upcoming school year

Monthly Fundraisers, parent trainings,

Projected use of school improvement funds, including the amount allocated to each project

Provide refreshments to support cost associated with parent training monthly

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Willie Jo Young

Principal

Years as Administrator: 23

Years at Current School: 3

Credentials

Bachelor Degree
 Master Degree
 ESOL
 Elementary Education
 Emotional Handicapped
 Mentally Handicapped
 Reading Endorse w/any Field
 School Principal

Performance Record

Timothy Abrams

Asst Principal

Years as Administrator: 11

Years at Current School: 7

Credentials

Masters in Educational Leadership
 BS in Elementary Education

Performance Record

Classroom Teachers

of classroom teachers

13

receiving effective rating or higher

100, 769%

Highly Qualified Teachers

100%

certified in-field

13, 100%

ESOL endorsed

4, 31%

reading endorsed

10, 77%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

2, 15%

with 1-5 years of experience

4, 31%

with 6-14 years of experience

, 0%

with 15 or more years of experience

, 0%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To recruit and retain highly qualified, certified-in-field, effective teachers Gold Coast School of Choice searchers 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.

Professional Development is provided through School District training and workshops.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 RtI by assessing the RtI 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 RtI implementation, and effectively communicates school-based RtI plans and activities with students and parents. SBT Coordinator: 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.

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: Offers and communicates pertinent academic and behavior information in relation to common core standard instruction, is involved through collaboration with designated staff to deliver higher tier intervention when other interventions are found to be unsuccessful and amalgamates lower tier materials, instruction and intervention with higher tiered activities.

Exceptional Student Education (ESE) Teachers and ESE Contact: Collaborates in the student performance and behavior data collection process, Infuses academic instruction, activities and materials into higher tiered more intensive instruction and teams with regular education teachers in activities such as co-teaching, support facilitation and other student centered instructional models. 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. Implement 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Our Rtl Leadership Team functions under the primes 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.

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Our Rtl team met with the School Advisory Council (SAC) and school based administrative team to provide assistance in developing the School Improvement Plan (SIP). Team members serves as adhoc committees that researched, discussed and submitted our input for inclusion in the SIP. Our team provided on tiered academic targets as well as behavioral interventions in areas that will be addressed this year; we discussed single school culture as it relates to academic expectations, behavior and data. In addition to providing a clear overview of Rtl and role of each team in our school program to ensure that every child achieves at Gold Coast School of Choice.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Education Data Warehouse (EDW), Florida Comprehensive Assessment Test (FCAT), SRI, FAIR

Progress Monitoring: EDW, District Diagnostic Assessments, SRI

Midyear: District Diagnostic Assessment SRI

End of Year: FCAT, EOC Exams, SRI

Frequency of Data Days: Twice a month for data analysis
PMRN, Common Core, Core K12, Edline, FCAT Explorer

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration and designated staff will discuss, present and monitor MTSS on the agendas at our SAC, Open House, Professional Development, Parent Night Training, SIP Review and Faculty meetings. LTF's will collaborate with staff and administration to analyze data and plan appropriate instructional lessons. We will discuss the importance of the MTSS system to drive instruction, analyze data and utilize resources to promote student achievement at Gold Coast School of Choice.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

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. Additionally, retired teachers who are highly qualified will be utilized to provide pull-outs services during the school day to offer small group remediation to students who scored at Level 1 or Level 2 on the FCAT 2.0. The instruction will be an extension of the academic day to help students in need of extra help in the subject area in which they are struggling or performing low on a tested benchmark.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administration
 After School Director
 Tutorial Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Shekena Wadley	Teacher ELA/Professional Development Leader
Jay-Scott Moylan	Teacher Reading/SwPBS Coordinator
Leonard Banks	Teacher Math
Dorothy McKinon	ESE Teacher/Parent Liaison
Cassandra Moreland	ESE Teacher/ Coordinator
WillieJo Young	Principal
Timothy Abrams	Assistant Principal

How the school-based LLT functions

The LLT meets monthly to assess the effectiveness of the the strategies implemented through the SIP. Data from the teachers and EDW are submitted to the Administration. Administration evaluates the reports, and implements research based strategies to improve student performance. Additionally, staff development activities are implemented as needed.

Major initiatives of the LLT

Our major initiative this year is to improve upon our performance the previous year. Last year we had 83% of the lowest 25% of students to show gains in reading. This year our goal is to improve upon our proficient students in reading by 5%.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every student at Gold Coast will read for at least 20 minutes per day, (100 minutes per week) a book on his or her lexile level during our DEAR reading time. Teachers will have follow up activities to check students comprehension as well as fluency of each student during this reading time. DEAR will take place in every class across the curriculum to ensure that all students are building endurance and rigor in reading during their first period class. Reading teachers will also utilize Read 180 to provide remediation to our low Level 1 students in the intensive reading class. Additionally Core K-12, FAIR, Fluency Probes and teacher assessments will also be used to assess student progress.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Gold Coast is an Academic Credit Recovery Program that only support students from grades 6-9 who has 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Gold Coast students are advised based on the career track each student is pursuing based on their grade/ academic level. Students courses are selected based on a personal look into each students prior and current performance on the FCAT and their abilities to perform in their core subjects. All athletically incline students will be placed in Florida Virtual in lieu of Edgenuity classes to meet the requirements of the NCAA eligibility for college.

Strategies for improving student readiness for the public postsecondary level

Although Gold Coast only 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	23%	14%	No	30%
American Indian				
Asian				
Black/African American	21%	8%	No	29%
Hispanic	23%	6%	No	30%
White				
English language learners				
Students with disabilities	17%	5%	No	25%
Economically disadvantaged	22%	14%	No	30%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	10%	15%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		7%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		5%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	44%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	19%	12%	No	27%
American Indian				
Asian				
Black/African American	17%	12%	No	25%
Hispanic	21%	0%	No	29%
White				
English language learners				
Students with disabilities	17%	5%	No	25%
Economically disadvantaged	18%	12%	No	26%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		5%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		5%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	19%	12%	No	27%
American Indian				
Asian				
Black/African American	17%	12%	No	25%
Hispanic	21%	0%	No	29%
White				
English language learners				
Students with disabilities	17%	5%	No	25%
Economically disadvantaged	18%	12%	No	26%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	5%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	5%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	1	10%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	18%	8%
Students who fail a mathematics course	18	30%	10%
Students who fail an English Language Arts course	12	20%	8%
Students who fail two or more courses in any subject	19	32%	10%
Students who receive two or more behavior referrals	16	27%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	19	32%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	43%	13%
Students in ninth grade with one or more absences within the first 20 days	1	3%	1%
Students in ninth grade who fail two or more courses in any subject	14	35%	5%
Students with grade point average less than 2.0	17	43%	10%
Students who fail to progress on-time to tenth grade	21	53%	10%
Students who receive two or more behavior referrals	12	30%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	10	25%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The percentage of parents participating in school sponsored activities/functions at Gold Coast School of Choice will increase by 5% from the 2012-2013 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the FY13 school year, 35% of parents attended school functions.	35	35%	40%

Area 10: Additional Targets

Additional targets for the school

Gold Coast School of Choice will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Gold Coast teachers infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	15	100%	100%

Goals Summary

- G1.** Parental involvement will enable students to achieve academically, socially and emotionally
- G2.** Students in grades 6-9 will be able to master science benchmarks taught at their grade level.
- G3.** Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.
- G4.** Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level
- G5.** Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".

Goals Detail

G1. Parental involvement will enable students to achieve academically, socially and emotionally

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent trainings, parent resource room, newsletters, Parent Night

Targeted Barriers to Achieving the Goal

- Parents have difficulty attending events due to lack of child care.

Plan to Monitor Progress Toward the Goal

Monitor and review Parent Event attendance records

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increased attendance at Parental Involvement Events

G2. Students in grades 6-9 will be able to master science benchmarks taught at their grade level.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Science Manipulatives, Professional development, LTM meetings, District trainings

Targeted Barriers to Achieving the Goal

- Students need to experience more "hands on " science lessons, materials etc.

Plan to Monitor Progress Toward the Goal

Monitor and review EDW reports, Diagnostic

Person or Persons Responsible

Classroom teacher and Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Percent of students scoring at grade level proficiency, diagnostic reports Gizmos, Core K-12

G3. Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.

Targets Supported

- Writing

Resources Available to Support the Goal

- Copy paper; chart paper; lab materials; markers; presentation boards; pencils; manipulatives, remediation, workshops, boot camps, staff development workshops, interventions and tutorials

Targeted Barriers to Achieving the Goal

- Instructional staff need to deepen their knowledge and understanding of the writing program that is being implemented this school year.

Plan to Monitor Progress Toward the Goal

iObservation and Walkthroughs; Lesson Plans, Department and LTM discussions

Person or Persons Responsible

Teachers, Department Chairs and Administration

Target Dates or Schedule:

August 19, 2013 - June 3, 2014

Evidence of Completion:

Lesson Plans, increase in student performance on assessments, observations and walkthroughs

G4. Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level

Targets Supported

Resources Available to Support the Goal

- Math manipulatives graph paper, Mock test, professional development, LTM meetings and other supplies needed.

Targeted Barriers to Achieving the Goal

- Attendance and students not aware of their levels of performance and targeted goals.
- Students scoring at level 3 and above do not receive additional instruction through intensive math class
- Student Mobility
- Prior Performance on the FCAT

Plan to Monitor Progress Toward the Goal

Student academic performance and learning gains on diagnostic assessments and classroom assessments

Person or Persons Responsible

Administration Math teacher and Math Resource teacher

Target Dates or Schedule:

Throughout the academic School year 2013-2014

Evidence of Completion:

Results on Assessments and implementation of strategies in classroom instruction and lesson plans.

G5. Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".

Targets Supported

Resources Available to Support the Goal

- Mock test, professional development, LTM meetings and other supplies needed.

Targeted Barriers to Achieving the Goal

- Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards
- District staff will provide support for teachers during Literacy Roll out implementation.

Plan to Monitor Progress Toward the Goal

Monitor and Review EDW reports, Diagnostic Reports, Fair assessments, CORE K-12 teachers notes and observations

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

FCAT scores, Percent of students scoring "on grade level", Increase in proficiency level on Fair, Diagnostic scores and CORE K-12

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parental involvement will enable students to achieve academically, socially and emotionally

G1.B1 Parents have difficulty attending events due to lack of child care.

G1.B1.S1 Gold Coast will work with the after school program to secure child care for parent involvement events

Action Step 1

Partner with the after school program staff to provide counselors for child care during parental involvement events as appropriate

Person or Persons Responsible

Administration, Staff and After-School Director

Target Dates or Schedule

Prior to each parental involvement event

Evidence of Completion

Communication through flyers, phone calls, child care sign in logs from events

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

Increase in the number of families represented at Parental Involvement Events

Person or Persons Responsible

All teachers and Administration

Target Dates or Schedule

Prior to each Parental involvement event

Evidence of Completion

Increased number of students utilizing child care care services

Plan to Monitor Effectiveness of G1.B1.S1

Compare sign in sheets from each event

Person or Persons Responsible

Administration

Target Dates or Schedule

After each Parental Involvement Opportunity

Evidence of Completion

Increase in the amount of families attending events

G2. Students in grades 6-9 will be able to master science benchmarks taught at their grade level.

G2.B1 Students need to experience more "hands on " science lessons, materials etc.

G2.B1.S1 Resource teacher will be utilize to provide science lessons, especially labs and "hands on" experiments for all students

Action Step 1

Science Resource teacher will work with teacher and students implementing hand on science lessons, experiments, written lab reports etc.

Person or Persons Responsible

Science Resource teacher and Classroom teacher

Target Dates or Schedule

Through out the 2013-2014 academic year

Evidence of Completion

Lesson Plans, Lab Journals

Facilitator:

Science Resource teacher and Classroom teacher

Participants:

All teachers with an emphasis on 8th grade students

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Resource Teacher will meet with Administration and classroom teacher to discuss

Person or Persons Responsible

Administration, Resource Teacher and Science Teacher

Target Dates or Schedule

iObservation, informal classroom observations conducted throughout the year

Evidence of Completion

Lesson Plans, Lab Folders/Journals and observations

Plan to Monitor Effectiveness of G2.B1.S1

Review Resource teacher's plan book and observe lesson; Observe Lab notebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

After each Diagnostic and during iObservations

Evidence of Completion

Lesson Plans Notebooks Diagnostic scores on EDW

G3. Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.

G3.B1 Instructional staff need to deepen their knowledge and understanding of the writing program that is being implemented this school year.

G3.B1.S1 Learning Team meetings and Professional development activities will provide opportunities for teachers to strengthen their understanding of FCAT 2.0 writing assessments and Common Core Standards.

Action Step 1

Review Learning Team meeting notes and Exit slips from professional development activities

Person or Persons Responsible

Administration and PD Resource Teacher

Target Dates or Schedule

Preschool Collaboration Training; Professional development training as scheduled by the district or school; LTM trainings weekly

Evidence of Completion

Agendas; Sign in Sheets; Lesson Plans; etc

Facilitator:

Professional Development Team; Learning Team Facilitators; ELA and Reading Teachers; Administration

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Writing assessments, writing boot camps

Person or Persons Responsible

Dept. Chair, ELA and Reading teachers, resource teachers and administration

Target Dates or Schedule

August 19, 2013 to June 3, 2014

Evidence of Completion

Lesson plans, Palm Beach Writes, classroom assessments, boot camp assessments

Plan to Monitor Effectiveness of G3.B1.S1

Administration, Reading - ELA department LTM

Person or Persons Responsible

Language Arts teachers, Administration and ELA department

Target Dates or Schedule

August 19, 2013 - June 3, 2014

Evidence of Completion

Increase student performance on PB Writes, Classroom assessments and FCAT Writes

G4. Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level

G4.B1 Attendance and students not aware of their levels of performance and targeted goals.

G4.B1.S1 Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student accumulates 5 absences within a 9 week grading period. Teachers and administration will conduct data chats with students; students will track their progress on a scale /rubric and through other appropriate measures.

Action Step 1

Identify all 9th grade students with multiple absences during each nine weeks grading period.

Person or Persons Responsible

Data Processor, Guidance Counselor, Assistant Principal

Target Dates or Schedule

After a student has accumulated 5 or more unexcused absences during a nine week period, the parent will be notified by certified mail of the student's attendance.

Evidence of Completion

Copies of the parent letter and receipt, phone call to parent and a scheduled conference with parent.

Facilitator:

Principal, Assistant Principal, Data Processor, Guidance Counselor, Bookkeeper

Participants:

Administration, Staff, Parent and student

Action Step 2

Rubrics and scales; individual EDW reports of data

Person or Persons Responsible

Teachers; Math Resource Teacher; and Administration

Target Dates or Schedule

Following each Diagnostic test and needed throughout the year

Evidence of Completion

EDW reports; Rubric/Scales observed being utilized in the classroom

Facilitator:

State/District presenters and school based facilitators.

Participants:

Math Resource Teachers and math teachers grades 6-9.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Daily Attendance, Review of Learning meeting notes and Exit Slips from professional development activities

Person or Persons Responsible

Data Processor, Teachers, Guidance Counselor, PD Resource Teacher and Administration

Target Dates or Schedule

Following each PD training and monthly review of Learning Team meeting notes.

Evidence of Completion

Attendance Reports, Learning Team meetings; Professional Development activity agendas and sign in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Daily attendance reports; EDW reports, CORE K-12 reports

Person or Persons Responsible

Teachers will submit accurate daily attendance reports in grade-quick to the data processor, Classroom teachers, Math Resource Teacher, Administration

Target Dates or Schedule

Following each Diagnostic and other assessments

Evidence of Completion

EDW reports, Monitoring of attendance reports daily, SAL-P Reports

G4.B2 Students scoring at level 3 and above do not receive additional instruction through intensive math class

G4.B2.S1 After school tutorial; Provide differentiated instruction by utilizing the RIM; Problem of the day.

Action Step 1

Students will be encouraged to participate in in all tutorials during school and after school to improve their performance on the Algebra 1 EOC Exam.

Person or Persons Responsible

Principal, Assistant Principal, Math Teacher

Target Dates or Schedule

Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments through Pearson, a computerbased program

Evidence of Completion

Pearson Diagnostic Test; Classroom assignments/assessments and Mock Test

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Implementation of strategies into classroom instruction to improve student performance on the Algebra 1 EOC.

Person or Persons Responsible

Principal, Assistant Principal and Math Teacher

Target Dates or Schedule

Throughout the 2013-2014 Academic School year.

Evidence of Completion

Walkthrough Observations, Formal and Informal Observations, Lesson Plans and student performance on assessments and exams

Plan to Monitor Effectiveness of G4.B2.S1

Student participation and performance on assessments and Mock exams.

Person or Persons Responsible

Principal, Assistant Principal and Math teacher

Target Dates or Schedule

Throughout the Academic Year 2013-2014

Evidence of Completion

Passing scores or Learning gains on the Algebra EOC exam.

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S4 Proficient students do not receive additional math instruction through an intensive math class

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".

G5.B1 Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

G5.B1.S1 Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

Action Step 1

Professional development training on Common Core and Literacy Roll-out

Person or Persons Responsible

Learning Team Facilitator, Professional Development Team, District Resource support, etc

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Agendas, sign in sheets, lesson plans etc.

Facilitator:

Professional development team, Learning Team Facilitator Reading Teachers, ELA teachers and Administration

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Review learning team notes and Exit slips from professional development activities

Person or Persons Responsible

Administration and PD Resource Teacher

Target Dates or Schedule

Following Professional development training and weekly review of Learning Team Meetings notes

Evidence of Completion

Agendas, sign in sheets, Learning team meeting notes and Professional Development

Plan to Monitor Effectiveness of G5.B1.S1

EDW reports, Fair Data, Core K-12

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

During each LTM and PDD activity

Evidence of Completion

EDW reports, FAIR assessments

G5.B2 District staff will provide support for teachers during Literacy Roll out implementation.

G5.B2.S1 Core teachers will provide reading instruction in their content area. Implement an instructional focus calendar for reading and language arts classes to improve proficient students performance on the 2014 FCAT.

Action Step 1

All core teachers will infuse reading into their instruction and lessons weekly

Person or Persons Responsible

Reading instruction incorporated throughout the content areas

Target Dates or Schedule

Daily 20 minute DEAR reading

Evidence of Completion

Lesson Plans, Department meeting agendas

Facilitator:

Administration and Teachers

Participants:

Administration and Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Reading teachers will purchase school wide books to be read during DEAR

Person or Persons Responsible

All students will participate in DEAR reading

Target Dates or Schedule

20 minutes additionally from regularly scheduled classes

Evidence of Completion

Quizzes writing assignments oral discussion and assessments

Plan to Monitor Effectiveness of G5.B2.S1

Classroom Walk-thrus to monitor DEAR reading

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Daily, weekly through-out the 2013-2014 school year

Evidence of Completion

Observations, lesson plans, assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 for all math classes. After-school tutorials will be provided to all students who participate in the after-school program. Gold Coast students who qualify for Supplemental Educational Services will also receive tutoring. Gold Coast students will participate in tutorials to assist students with FCAT Strategies.

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 2013-2014 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 who qualify for Supplemental Educational Support will also receive tutoring. Gold Coast students will also participate in pull-out tutorials to assist students with FCAT 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.

Additionally, the school participates in the NFL Play 60 Program, which teaches students about healthy food choices and provides them with healthy snacks.

Gold Coast School of Choice has a Teen Parent Program for middle school and ninth grade teen moms who are pregnant or who has already given birth to a child. The 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.

Gold Coast School of Choice provides meals and food to those persons in the community who may be experiencing hardships. Meals and food are available twice monthly. Additionally, the program offers the students and members of the community an opportunity to volunteer and experience service learning opportunities.

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 Compass Learning Odyssey 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.

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)).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Students in grades 6-9 will be able to master science benchmarks taught at their grade level.

G2.B1 Students need to experience more "hands on " science lessons, materials etc.

G2.B1.S1 Resource teacher will be utilize to provide science lessons, especially labs and "hands on" experiments for all students

PD Opportunity 1

Science Resource teacher will work with teacher and students implementing hand on science lessons, experiments, written lab reports etc.

Facilitator

Science Resource teacher and Classroom teacher

Participants

All teachers with an emphasis on 8th grade students

Target Dates or Schedule

Through out the 2013-2014 academic year

Evidence of Completion

Lesson Plans, Lab Journals

G3. Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.

G3.B1 Instructional staff need to deepen their knowledge and understanding of the writing program that is being implemented this school year.

G3.B1.S1 Learning Team meetings and Professional development activities will provide opportunities for teachers to strengthen their understanding of FCAT 2.0 writing assessments and Common Core Standards.

PD Opportunity 1

Review Learning Team meeting notes and Exit slips from professional development activities

Facilitator

Professional Development Team; Learning Team Facilitators; ELA and Reading Teachers; Administration

Participants

All instructional staff

Target Dates or Schedule

Preschool Collaboration Training; Professional development training as scheduled by the district or school; LTM trainings weekly

Evidence of Completion

Agendas; Sign in Sheets; Lesson Plans; etc

G4. Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level

G4.B1 Attendance and students not aware of their levels of performance and targeted goals.

G4.B1.S1 Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student accumulates 5 absences within a 9 week grading period. Teachers and administration will conduct data chats with students; students will track their progress on a scale /rubric and through other appropriate measures.

PD Opportunity 1

Identify all 9th grade students with multiple absences during each nine weeks grading period.

Facilitator

Principal, Assistant Principal, Data Processor, Guidance Counselor, Bookkeeper

Participants

Administration, Staff, Parent and student

Target Dates or Schedule

After a student has accumulated 5 or more unexcused absences during a nine week period, the parent will be notified by certified mail of the student's attendance.

Evidence of Completion

Copies of the parent letter and receipt, phone call to parent and a scheduled conference with parent.

PD Opportunity 2

Rubrics and scales; individual EDW reports of data

Facilitator

State/District presenters and school based facilitators.

Participants

Math Resource Teachers and math teachers grades 6-9.

Target Dates or Schedule

Following each Diagnostic test and needed throughout the year

Evidence of Completion

EDW reports; Rubric/Scales observed being utilized in the classroom

G4.B2 Students scoring at level 3 and above do not receive additional instruction through intensive math class

G4.B2.S1 After school tutorial; Provide differentiated instruction by utilizing the RIM; Problem of the day.

PD Opportunity 1

Students will be encouraged to participate in in all tutorials during school and after school to improve their performance on the Algebra 1 EOC Exam.

Facilitator

Participants

Target Dates or Schedule

Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments through Pearson, a computerbased program

Evidence of Completion

Pearson Diagnostic Test; Classroom assignments/assessments and Mock Test

G5. Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".

G5.B1 Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

G5.B1.S1 Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

PD Opportunity 1

Professional development training on Common Core and Literacy Roll-out

Facilitator

Professional development team, Learning Team Facilitator Reading Teachers, ELA teachers and Administration

Participants

All Instructional Staff

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Agendas, sign in sheets, lesson plans etc.

G5.B2 District staff will provide support for teachers during Literacy Roll out implementation.

G5.B2.S1 Core teachers will provide reading instruction in their content area. Implement an instructional focus calendar for reading and language arts classes to improve proficient students performance on the 2014 FCAT.

PD Opportunity 1

All core teachers will infuse reading into their instruction and lessons weekly

Facilitator

Administration and Teachers

Participants

Administration and Teachers

Target Dates or Schedule

Daily 20 minute DEAR reading

Evidence of Completion

Lesson Plans, Department meeting agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Parental involvement will enable students to achieve academically, socially and emotionally	\$3,000
G2.	Students in grades 6-9 will be able to master science benchmarks taught at their grade level.	\$8,000
G3.	Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.	\$10,000
G4.	Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level	\$31,500
G5.	Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".	\$2,955
Total		\$55,455

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Other	Total
Title 1	\$13,500	\$1,955	\$40,000	\$55,455
Total	\$13,500	\$1,955	\$40,000	\$55,455

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Parental involvement will enable students to achieve academically, socially and emotionally

G1.B1 Parents have difficulty attending events due to lack of child care.

G1.B1.S1 Gold Coast will work with the after school program to secure child care for parent involvement events

Action Step 1

Partner with the after school program staff to provide counselors for child care during parental involvement events as appropriate

Resource Type

Personnel

Resource

Staff will provide child care services and facilitators for parent trainings

Funding Source

Title 1

Amount Needed

\$3,000

G2. Students in grades 6-9 will be able to master science benchmarks taught at their grade level.

G2.B1 Students need to experience more "hands on " science lessons, materials etc.

G2.B1.S1 Resource teacher will be utilize to provide science lessons, especially labs and "hands on" experiments for all students

Action Step 1

Science Resource teacher will work with teacher and students implementing hand on science lessons, experiments, written lab reports etc.

Resource Type

Personnel

Resource

Science Resource Teacher and materials for lab

Funding Source

Title 1

Amount Needed

\$8,000

G3. Students in 8th grade will be able to write well-developed papers (in response to a prompt and across the curriculum areas) that show proficiency according to grade level standards.

G3.B1 Instructional staff need to deepen their knowledge and understanding of the writing program that is being implemented this school year.

G3.B1.S1 Learning Team meetings and Professional development activities will provide opportunities for teachers to strengthen their understanding of FCAT 2.0 writing assessments and Common Core Standards.

Action Step 1

Review Learning Team meeting notes and Exit slips from professional development activities

Resource Type

Other

Resource

Staff development, writing boot camp and professional development.

Funding Source

Title 1

Amount Needed

\$10,000

G4. Students at Gold Coast will be able to solve mathematical problems and real-world problems at a level considered proficient for their grade level

G4.B1 Attendance and students not aware of their levels of performance and targeted goals.

G4.B1.S1 Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student accumulates 5 absences within a 9 week grading period. Teachers and administration will conduct data chats with students; students will track their progress on a scale /rubric and through other appropriate measures.

Action Step 1

Identify all 9th grade students with multiple absences during each nine weeks grading period.

Resource Type

Other

Resource

paper, ink cartridge, printers, computers

Funding Source

Title 1

Amount Needed

\$30,000

Action Step 2

Rubrics and scales; individual EDW reports of data

Resource Type

Personnel

Resource

paper stamps, letters

Funding Source

Title 1

Amount Needed

\$500

G4.B2 Students scoring at level 3 and above do not receive additional instruction through intensive math class

G4.B2.S1 After school tutorial; Provide differentiated instruction by utilizing the RIM; Problem of the day.

Action Step 1

Students will be encouraged to participate in in all tutorials during school and after school to improve their performance on the Algebra 1 EOC Exam.

Resource Type

Personnel

Resource

Paper, ink cartridges,

Funding Source

Title 1

Amount Needed

\$1,000

G5. Students in grade 6-9 will be able to read and comprehend at a level considered "Proficient" or "On grade level".

G5.B1 Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

G5.B1.S1 Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

Action Step 1

Professional development training on Common Core and Literacy Roll-out

Resource Type

Personnel

Resource

Paper, ink cartridges

Funding Source

Title 1

Amount Needed

\$1,000

G5.B2 District staff will provide support for teachers during Literacy Roll out implementation.

G5.B2.S1 Core teachers will provide reading instruction in their content area. Implement an instructional focus calendar for reading and language arts classes to improve proficient students performance on the 2014 FCAT.

Action Step 1

All core teachers will infuse reading into their instruction and lessons weekly

Resource Type

Professional Development

Resource

Professional Development

Funding Source

Title 1

Amount Needed

\$1,955