



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**North Area Elementary Transition School**

4260 WESTGATE AVE

West Palm Beach, FL 33409

561-687-6300

[www.edline.net/pags/gold\\_coast\\_community\\_school](http://www.edline.net/pags/gold_coast_community_school)

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## School Demographics

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

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## School Grades History

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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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**

North Area Elementary Transition 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 Coordinator
Bruce Kutikoff	Guidance Counselor
Shekena Wadley	ELA Teacher/Professional Development 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, increase parent and community involvement

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

Provide refreshments for parent trainings and supplies

**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**

Principal K-12  
 Reading Endorsement  
 Mentally Handicapped  
 Emotionally Handicapped  
 ESOL Endorsement  
 Elementary Education  
 Masters Degree  
 Bachelors Degree

**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**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	2, 100%
<b># ESOL endorsed</b>	1, 50%
<b># reading endorsed</b>	1, 50%
<b># with advanced degrees</b>	, 0%
<b># National Board Certified</b>	, 0%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	0, 0%
<b># with 6-14 years of experience</b>	1, 50%
<b># with 15 or more years of experience</b>	1, 50%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	1
<b># Highly Qualified</b>	1, 100%

**Other Instructional Personnel**

<b># of instructional personnel not captured in the sections above</b>	1
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## # 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 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.

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, FCATEXplorer

**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. We will discuss the importance of the MTSS system to drive instruction 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:** Extended Day for All Students

**Minutes added to school year:**

Students at Gold Coast will be afforded the opportunity to participate in Supplemental Education Services (SES) Tutoring and the After School Tutorial Program to receive 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 subject area in which they are struggling or performing low on a tested benchmark.

**Strategy Purpose(s)**

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**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 Principa

**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 North Area Elementary Transition School 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.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

N/A

**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**

N/A

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

**Strategies for improving student readiness for the public postsecondary level**

## 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

#### 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%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		5%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		5%

#### 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	<i>[data excluded for privacy reasons]</i>		5%
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

**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>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**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%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		0%

**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>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science**

**Elementary 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>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

**Florida Alternate Assessment (FAA)**

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

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	17%	0%
Students who are not proficient in reading by third grade	1	100%	0%
Students who receive two or more behavior referrals	4	67%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	67%	0%

**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 North Area Elementary Transition 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**

North Area Elementary Transition School 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 %
North Area Elementary Transition School 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 grade 3-5 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

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

### Targeted Barriers to Achieving the Goal

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

### 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 grade 3-5 will be able to read and comprehend at a level considered "Proficient" or On grade level.

### Targets Supported

- Reading ()

### 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

## 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** Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

**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

#### Facilitator:

Administration and After school Director

#### Participants:

After school Staff and children of parents being cared for during Parent involvement training

### 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 grade 3-5 will be able to read and comprehend at a level considered "Proficient" or On grade level.

**G2.B1** Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

**G2.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 G2.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 G2.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

## 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 trainer 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 also participate in Saturday tutorials as well as 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.

## 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.*

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

**G1.B1** Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

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

### **PD Opportunity 1**

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

#### **Facilitator**

Administration and After school Director

#### **Participants**

After school Staff and children of parents being cared for during Parent involvement training

#### **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



**G2.** Students in grade 3-5 will be able to read and comprehend at a level considered "Proficient" or On grade level.

**G2.B1** Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

**G2.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.

## 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.	\$1,000
G2.	Students in grade 3-5 will be able to read and comprehend at a level considered "Proficient" or On grade level.	\$643
Total		\$1,643

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Title 1	\$643	\$0	\$643
Title1	\$0	\$1,000	\$1,000
Total	\$643	\$1,000	\$1,643

### 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** Training opportunities to strengthen understanding of the new Literacy roll out and Common Core Standards.

**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 provide child care for parent trainings

#### Funding Source

Title1

#### Amount Needed

\$1,000

**G2.** Students in grade 3-5 will be able to read and comprehend at a level considered "Proficient" or On grade level.

**G2.B1** Instructional staff needs to deepen their understanding of the literacy Roll Out and new Common Core Standards

**G2.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**

Professional Development

**Resource**

Professional Development Literacy Roll out

**Funding Source**

Title 1

**Amount Needed**

\$643