Collier County Public Schools

Golden Gate Elementary School

2021-22 Schoolwide Improvement Plan

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Golden Gate Elementary School

4911 20TH PL SW, Naples, FL 34116

https://www.collierschools.com/gge

Demographics

Principal: Mary Ann Caseres

Start Date for this Principal: 7/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (47%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Golden Gate Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We are leading everyday through responsible, respectful, and problem solving techniques. Our students will encourage, collaborate, and challenge one another to become successful leaders.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Caseres, Maryann	Principal	1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Directs all school administrative operations. 3. Provides instructional leadership for all school programs. 4. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 5. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 6. Ensures there is a data driven focus on student achievement. 7. Creates a positive school climate and culture within the school. 8. Maintains fair, reasonable, and consistent discipline within the school. 9. Facilitates the School Advisory Committee and develops the School Improvement Plan. 10. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 11. Ensures the proper maintenance and custodial care of school facility and grounds. 12. Supervises the creation of the master schedule and related staff assignments. 13. Provides professional development opportunities for all staff. 14. Evaluates instructional and non-instructional staff. 15. Assists as needed with District accreditation process. 16. Facilitates parent involvement in the school community. 17. Serves as liaison between school and community to utilize community resources. 18. Maintains and properly disposes of administrative and student records. 19. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 20. Ensures compliance with state and district assessment requirements. 21. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 22. Supervises the preparation of county, state, and federal reports originating at the school level. 23. Maintains inventory of supplies, equipment, and furniture within the school. 24. Recruits, interviews, and retains staff members. 25. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 26. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs.

Name	Position Title	Job Duties and Responsibilities
		27. Performs other tasks, duties and responsibilities as assigned.
Fisher, Kristina	Assistant Principal	1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership with teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. 9. Assists the Principal in working with community groups and utilizing community resources. 10. Assists in the development of the School Improvement Plan. 11. Coordinates evaluation, selection, and distribution of instructional materials. 12. Assists the Principal in the selection, supervision, and evaluation of staff. 13. Supervises extra-curricular activities. 14. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 15. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 16. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 17. Secures substitute teachers as needed. 18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences, parent-teacher meetings. 21. Serves as liaison between school and community to utilize community resources.

Name	Position Title	Job Duties and Responsibilities
		22. Coordinates the IDEA 504 process. 23. Oversees the implementation of the Positive Behavior Support (PBS) program. 24. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 25. Performs such other duties, tasks, and responsibilities as assigned by the Principal.
Woronowski, Kristine	Instructional Coach	1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. 2. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. 3. Ensures that the school science curriculum is aligned with state and national standards. 4. Promotes teachers' delivery and understanding of the school science curriculum through collaborative long range and short-range planning. 5. Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities. 6. Assists teachers in utilizing science equipment and technologies. 7. Attends professional meetings in the area of science. 8. Assists teachers and district staff with science program evaluation. 9. Informs science coordinator of activities, needs, concerns, and issues, and meets on a regular basis. 10. Completes reports related to science training and instruction. 11. Performs other duties as assigned.
Roberts, Brittany	Reading Coach	1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. 2. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 3. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. Assists in the implementation of the Multi-Tiered System of Supports. 4. Provides Professional Development on instructional strategies for all learners to improve student achievement. 5. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement. 6. Facilitates teachers' use of successful, evidence based instructional

Name	Position Title	Job Duties and Responsibilities
		strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or students with disabilities. 7. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. 8. Attends district meetings and state meetings (when possible) in support of professional learning. 9. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 10. Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. 11. Collaborates with teachers through planning in the delivery or instruction and alignment to standards. 12. Performs other duties as assigned.
Judd, Jessica	Math Coach	1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. 2. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. 3. Ensures that the school math curriculum is aligned with state standards. 4. Promotes teachers' delivery and understanding of the school math curriculum through collaborative long range and short-range planning. 5. Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or students with disabilities. 6. Assists teachers in utilizing mathematics manipulatives and supportive software. 7. Provides professional development in math instructional strategies. 8. Attends professional meetings in the area of mathematics, including District Elementary Math Coach meetings. 9. Performs other duties as assigned.
Laur, Jennifer	School Counselor	1. Provides counseling services for students and advisement to parents, teachers, staff and works with outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. 2. Supports Multi-Tiered Support Services (MTSS) to support the referral process to include screening, conferences, student progression and assists with placement of any services. 3. Member of Positive Behavior Intervention Support (PBIS) team.

Name	Position Title	Job Duties and Responsibilities
		4. Plans, implements, and delivers the district adopted school counseling curriculum, based on Florida's School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. 5. Consults with teachers, teams, administrators, families and/or students regarding the progress of students. 6. Performs other duties as assigned by the principal.
MacNeill, Melissa	Other	1. Works collaboratively with district and school-based leadership team to review Tier 3 intervention implementation prior to referral for evaluation. 2. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), and English Language Learners (ELL) as well as guidelines pertaining to eligibility, delivery of services and individualized plan development. 3. Attends all district required professional development activities aligned with specific position requirements and demonstrates active participation and follow-through at the school(s) of assignment. 4. Provides training and technical assistance in the use and consultation in the development of the Educational Plans (EP), Individual Education Plans (IEP) and 504 plans according to individual student needs. 5. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.

Demographic Information

Principal start date
Wednesday 7/7/2021, Mary Ann Caseres

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
48

Total number of students enrolled at the school
450

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
13

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	57	76	78	69	80	0	0	0	0	0	0	0	414
Attendance below 90 percent	6	5	13	10	6	11	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	8	16	0	1	0	0	0	0	0	0	0	33
Course failure in Math	0	7	2	16	0	1	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	9	30	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	10	31	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	4	6	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	1	0	10	0	0	0	0	0	0	0	0	0	11

Date this data was collected or last updated
Sunday 8/29/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	53	77	67	79	71	84	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	7	5	8	3	9	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	3	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	29	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	31	0	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	2	0	6	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	53	77	67	79	71	84	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	7	5	8	3	9	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	3	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	29	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	31	0	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	2	0	6	0	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	60%	57%	41%	61%	56%
ELA Learning Gains				54%	59%	58%	56%	62%	55%
ELA Lowest 25th Percentile				40%	51%	53%	51%	54%	48%
Math Achievement				47%	68%	63%	47%	69%	62%
Math Learning Gains				57%	64%	62%	51%	65%	59%
Math Lowest 25th Percentile				42%	55%	51%	34%	55%	47%
Science Achievement				53%	59%	53%	48%	60%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	61%	-27%	58%	-24%
Cohort Comparison						
04	2021					
	2019	46%	58%	-12%	58%	-12%
Cohort Comparison		-34%				
05	2021					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	35%	68%	-33%	62%	-27%
Cohort Comparison						
04	2021					
	2019	52%	65%	-13%	64%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-35%				
05	2021					
	2019	44%	67%	-23%	60%	-16%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	56%	-5%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used for ELA is i-Ready and for math in grades 3-5 quarterly benchmark assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	22%	45%
	Economically Disadvantaged	17%	21%	60%
	Students With Disabilities	14%	29%	40%
	English Language Learners	14%	12%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	31%	46%
	Economically Disadvantaged	15%	32%	50%
	Students With Disabilities	0%	0%	0%
	English Language Learners	14%	35%	45%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	41%	37%
	Economically Disadvantaged	36%	43%	38%
	Students With Disabilities	0%	%	0%
	English Language Learners	29%	32%	28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	55%	28%
	Economically Disadvantaged	52%	52%	26%
	Students With Disabilities	29%	14%	13%
	English Language Learners	43%	53%	23%

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	36%	37%	37%
	Economically Disadvantaged	34%	35%	36%
	Students With Disabilities	21%	8%	9%
	English Language Learners	25%	26%	23%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	33%	47%	13%
	Economically Disadvantaged	33%	47%	12%
	Students With Disabilities	15%	38%	9%
	English Language Learners	28%	41%	11%

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	27%	35%	35%
	Economically Disadvantaged	27%	35%	33%
	Students With Disabilities	0%	0%	0%
	English Language Learners	15%	24%	23%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	28%	51%	17%
	Economically Disadvantaged	27%	49%	15%
	Students With Disabilities	0%	27%	0%
	English Language Learners	24%	49%	16%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	37%	31%	30%
	Economically Disadvantaged	36%	30%	29%
	Students With Disabilities	9%	0%	0%
	English Language Learners	25%	18%	19%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	12	33		26	73		18				
ELL	32	50	50	46	83	80	42				
BLK	35	50		26	60		30				
HSP	40	54	53	52	82	71	46				
FRL	40	54	47	47	78	68	44				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8	34	36	19	52	52	19				
ELL	39	48	40	42	56	43	46				
BLK	36	51	33	38	57	41	52				
HSP	48	54	44	48	57	42	53				
WHT	50	50		50	50						
FRL	44	52	39	45	56	41	52				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	3	38	39	10	40	23					
ELL	33	55	54	37	50	44	17				
BLK	31	47	46	43	48	37	42				
HSP	44	56	52	47	52	34	48				
WHT	40			71							
FRL	42	56	51	47	52	35	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our students with disabilities was an area across grade levels that need improvement

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our lowest performing area is our Students with Disabilities (SWD) subgroup in all core content areas. The following areas of what contributed to our performance.
- Focused instructional practices
- Capacity for differentiating to meet the needs of the learners
- alignment of tasks to success criteria of state standards.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors that contributed to this decline are:
- High quality rigorous instruction that supports Standards and test items specifications within each standard
Fidelity of delivery of instruction following gradual release model that allows for direct instruction, and dialogic discourse, intervention and assessments that match success criteria of state standards. Differentiation to support student needs and re-teaching of standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math lowest 25% showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Planning and lessons aligned to success criteria.
Focused instructional practices
Model, co-teach and push in support during instruction by academic coaches.
Master schedule to maximize push-in support of ESE teacher to support students during ELA and

math.
Fidelity of instructionas modeled and coached by academic coaches, intervention and assessments that matched success criteria of state standards.

What strategies will need to be implemented in order to accelerate learning?

High quality rigorous instruction aligned to standards, and test items specifications within each standard.
Professional development to support teacher capacity in instructional strategies and monitoring.
Fidelity of delivery of instructionwithin gradual release model that allows for direct instruction, and dialogic discourse, intervention and assessments that match success criteria of state standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Delivery of instruction
Cornell Notes to allow for revision of learning and writing to demonstrate thinking
Processing new information and identifying critical content
Engaging learners by having teacher utilzing wi-di during delivery of instruciton and monitorin
Collaborative structures to allow dialogic discourse.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Master schedule to cluster student to maximize push-in support of SWD and ELL learners.
Alignment of tasks, formative assessments to match success criteria of state standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science proficiency is an area that continues to be a critical area of need with a drop in proficiency from FY19 of 53 % to FY 21 of 45% and scoring 13% below the district.
Measurable Outcome:	By June 2022, Golden Gate Elementary will increase achievement by 3% in the area of Science as measured on FSA moving from 45% to 48%.
Monitoring:	Students take quarterly benchmark assessment that is predictive of performance of the FSA . Additional tools for monitoring include unit assessment data. instruction and planning will be monitored through classroom observations, instructional coaching cycles, and collaborative planning sessions.
Person responsible for monitoring outcome:	Kristine Woronowski (woronokr@collierschools.com)
Evidence-based Strategy:	5 E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) Exit tickets Formative Assessments
Rationale for Evidence-based Strategy:	The 5 E Instructional Model is a research based strategy from the National Science Teaching Association that is used as a basis for lesson delivery. Exit tickets and formative assessments, will provide data for teachers to inform instruction and provide individual feedback to students regarding process and next steps.

Action Steps to Implement

All teachers will be provided professional development to build teacher capacity using Marzano's teacher evaluation model.

Person Responsible	Kristine Woronowski (woronokr@collierschools.com)

Administration will attend weekly Collaborative Planning and observe delivery of instruction and provide coaching support as needed.

Person Responsible	Kristina Fisher (fishek1@collierschools.com)

Leadership Team which includes administration and instructional coaches will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

Person Responsible	Maryann Caseres (caserema@collierschools.com)

Student performance data using formative assessments, quarterly benchmark assessments, will be monitored regularly for progress towards goals.

Person Responsible	Kristine Woronowski (woronokr@collierschools.com)

A daily differentiated instructional block for science is built into the master schedule for targeted support to students based on individual student needs. Resource staff will provide additional support to classrooms during this block.

Person Responsible Kristina Fisher (fishek1@collierschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA proficiency is an area that continues to be a critical area of need at Golden Gate Elementary scoring 17% below the district. There was a decrease in students meeting reading standards FY19 of 45% to FY21 of 40%.
Measurable Outcome:	By June 2022, Golden Gate Elementary will increase ELA achievement of students meeting reading standards by 3% moving from 40% to 43% as measured by FSA.
Monitoring:	Students take quarterly benchmark assessment that is predictive of performance of the FSA. Additional tools for monitoring include monthly culminating tasks, instruction and planning will be monitored through classroom observations, i-Ready diagnostic, i-ready growth monitoring tool, instructional coaching cycles and collaborative planning sessions.
Person responsible for monitoring outcome:	Brittany Roberts (roberb3@collierschools.com)
Evidence-based Strategy:	Job embedded professional development using Marzano's Teacher Evaluation Model. Implementation of Gradual Release of Responsibility Framework as a basis for delivery of instruction Formative assessments Exit tickets Repeated readings of grade level material that include think-alouds, and graphical summary.
Rationale for Evidence-based Strategy:	The Gradual Release of Responsibility Framework provides appropriate instruction, moving students toward independence using grade level resources. Formative assessments, exit tickets, and graphical summaries will provide data for teachers to inform instruction and provide individual feedback to students regarding process and next steps.

Action Steps to Implement

Administration will attend weekly collaborative planning and schedule non-evaluative instructional rounds to support teacher capacity

Person Responsible Kristina Fisher (fishek1@collierschools.com)

All teachers will be provided job embedded professional development to build teacher capacity using Marzano's Teacher Evaluation model.

Person Responsible Maryann Caseres (caserema@collierschools.com)

Leadership Team which includes administration and instructional coaches will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

Person Responsible Maryann Caseres (caserema@collierschools.com)

Student performance data using formative assessments, culminating tasks, quarterly benchmark assessments, i-ready diagnostic, and monthly i-ready growth monitoring will be monitored regularly for progress towards goals.

Person Responsible Brittany Roberts (roberb3@collierschools.com)

A daily differentiated instructional block for ELA is built into the master schedule for targeted support to students based on individual student needs. Resource staff will provide additional support to classrooms during this block.

Person Responsible Kristina Fisher (fishek1@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although the school increased 2% from FY19 47% to FY21 49%, the school still scored11% lower than the district in math achievement. Our current 5th graders scored 41% on FY 21 4th grade FSA Math, a difference in scoring of 22% below the district.
Measurable Outcome:	By June 2022, Golden Gate Elementary will increase our Math overall proficiency of students meeting math standards by 3% moving from 49% to 52% as measured by FSA.
Monitoring:	Students take quarterly benchmark assessments that is predictive of performance of the FSA. Additional tools for monitoring include unit assessment data, instruction and planning will be monitored through classroom observations, instructional coaching cycles, and collaborative planning sessions.
Person responsible for monitoring outcome:	Jessica Judd (juddj@collierschools.com)
Evidence-based Strategy:	Job embedded professional development using Marzano's Teacher Evaluation Model. Implementation of the Gradual Release of Responsibility framework as a basis for delivery of instruction Formative assessments Exit tickets Facilitation of meaningful mathematical discourse Posing purposeful questions Supporting productive struggle in learning mathematics.
Rationale for Evidence-based Strategy:	The Gradual Release of Responsibility Framework provides appropriate instruction, moving students towards independence. Formative assessments, discourse, exit tickets, and questioning will provide data for teachers to inform instruction and provide individual feedback to students regarding process and next steps.

Action Steps to Implement

All teachers will be provided professional development to build teacher capacity using Marzano's Teacher Evaluation Model.

Person Responsible	Maryann Caseres (caserema@collierschools.com)

Administration will attend weekly collaborative planning and observe delivery of instruction and provide coaching support as needed.

Person Responsible	Maryann Caseres (caserema@collierschools.com)

Leadership Team which includes administration and instructional coaches will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

Person Responsible	Maryann Caseres (caserema@collierschools.com)

Student performance data using formative assessments, exit tickets, quarterly benchmark assessments will be monitored regularly for progress towards goals.

Person Responsible	Jessica Judd (juddj@collierschools.com)

A daily differentiated instructional block for math is built into the master schedule for targeted support to students based on individual student needs. Resource staff will provide additional support to classrooms during this block.

Person Responsible   Kristina Fisher (fishek1@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

There was a decrease overall in In-School and Out-of School Suspensions. We will continue to focus on school-wide PBIS and integrating the Leader In Me Framework to cultivate a positive learning environment. Golden Gate Elementary will also continue to focus on fostering a sense of belonging through social emotional awareness with lessons provided and facilitated by our school counselor. Continued efforts and supports to decrease bullying/harassment issues through our social emotional awareness groups that include: Buddy Bench, Habit Leaders of the Month, Positive Referrals, and group meetings will also be facilitated by our school counselor.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Golden Gate Elementary will continue to build a positive relationships with all stakeholders through various family events incorporating the 7 habits. Various family events, including literacy nights,STEAM student-led conferences, and parent classes to best support their children outside of school. Various topics to help families at home will be offered with our Parent Involvement Assistant coordinating all events.
ITo continue school traditions and include stakeholder voices, surveys will be utilized and sent to staff.
Our Family Engagement Action Team will include staff, parents and community members to organize family/school events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Leader in Me Lighthouse Action Teams identify and coordinate all school and family events at Golden Gate Elementary

Mini-Lighthouse Team works in conjunction with Lighthouse Action team to help support all events.

Student Council works synergizes to encourage and provide leadership opportunities for students assist in promoting school activities that promote volunteering and paying it forward to our community.

School Advisory Council comprised of school, parent and community members assist in developing and evaluating school data and school improvement plan. These stakeholders ensure the by-laws are followed.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Science				$67,779.66
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000		0231 - Golden Gate Elementary School		0.8	$67,779.66
			Notes: Science Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$82,977.09
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0231 - Golden Gate Elementary School	Title, I Part A	0.3	$25,483.38
			Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	6150	160-Other Support Personnel	0231 - Golden Gate Elementary School	Title, I Part A	1.0	$35,968.26
			Notes: PI Assistant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5100	390-Other Purchased Services	0231 - Golden Gate Elementary School	Title, I Part A		$1,000.00
			Notes: Printing of Leadership Notebook Pages			
	5100	510-Supplies	0231 - Golden Gate Elementary School	Title, I Part A		$6,058.95
			Notes: Instructional Supplies			
	6400	310-Professional and Technical Services	0231 - Golden Gate Elementary School	Title, I Part A		$3,000.00
			Notes: LIM Consultant			
	6400	510-Supplies	0231 - Golden Gate Elementary School	Title, I Part A		$2,925.40
			Notes: Staff Dev. Supplies			
	6400	750-Other Personal Services	0231 - Golden Gate Elementary School	Title, I Part A		$3,250.00
			Notes: guest teachers for staff dev trainings			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0231 - Golden Gate Elementary School	Title, I Part A		$3,209.49
			Notes: Staff Dev Salaries			
	6150	510-Supplies	0231 - Golden Gate Elementary School	Title, I Part A		$1,081.61
			Notes: PI Supplies			
	6150	370-Communications	0231 - Golden Gate Elementary School	Title, I Part A		$300.00
			Notes: Postage for Student Communication			
	6150	390-Other Purchased Services	0231 - Golden Gate Elementary School	Title, I Part A		$700.00
			Notes: Printing Parent Communication			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$88,372.02**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	130-Other Certified Instructional Personnel	0231 - Golden Gate Elementary School	Title, I Part A		$11,832.32
			Notes: Afterschool Program			
	5900	150-Aides	0231 - Golden Gate Elementary School	Title, I Part A		$1,155.42
			Notes: After-School Salaries Tutor			
	5900	510-Supplies	0231 - Golden Gate Elementary School	Title, I Part A		$1,000.00
			Notes: After-School Supplies			
	7300	160-Other Support Personnel	0231 - Golden Gate Elementary School	Title, I Part A		$2,029.68
			Notes: After-School Salaries Clerical			
	6400	130-Other Certified Instructional Personnel	0231 - Golden Gate Elementary School	Title, I Part A	1.0	$72,354.60
			Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/ Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
					Total:	**$239,128.77**