

Collier County Public Schools

Golden Gate High School



2021-22 Schoolwide Improvement Plan

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Golden Gate High School

2925 TITAN WAY, Naples, FL 34116

<https://www.collierschools.com/ggh>

Demographics

Principal: Joe Mikulski

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (56%) 2016-17: C (51%)
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 High School

2925 TITAN WAY, Naples, FL 34116

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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)
High School PK, 9-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

School Board Approval

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SIP Authority

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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 High School, our mission is to establish academic excellence in all students by growing positive, responsible, citizens through challenging curricula within a safe learning environment.

Provide the school's vision statement.

At Golden Gate High School, our vision is to graduate all students with the life skills and academic knowledge necessary for college and career readiness.

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
Mikulski, Joe	Principal	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. Directs all school administrative operations. Provides instructional leadership for all school programs.
Alford, Norman	Assistant Principal	Assistant Principal of Curriculum and Instruction. 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. Assists the Principal in directing all school administrative operations. Assists the Principal with providing instructional leadership for all school personnel and programs.
Mulholland, Geronimo	Assistant Principal	Assistant Principal of Attendance and Discipline. 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. Assists the Principal in directing all school administrative operations. Assists the Principal with providing instructional leadership for all school personnel and programs.
Lee, Scholastica	Assistant Principal	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. Assists the Principal in directing all school administrative operations. Assists the Principal with providing instructional leadership for all school personnel and programs.
Doria, Kim	Instructional Coach	Reading Coach. 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. Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan.
Pollina, Constance	School Counselor	Director of Guidance. Provides school counseling services for students, utilizing parents, staff and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development. Works with and through the Department Chair of School Counseling, where applicable, in the area of student services. Maintains professional growth via staff development activities both within and outside the district. Provides for the implementation and delivery of the district adopted school counseling curriculum based upon

Name	Position Title	Job Duties and Responsibilities
		<p>Florida’s School Counseling Framework. Serves as on-staff resource with expertise in student services.</p>
<p>Poteet, Nicole</p>	<p>School Counselor</p>	<p>Provides school counseling services for students, utilizing parents, staff and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development. Works with and through the Department Chair of School Counseling, where applicable, in the area of student services. Maintains professional growth via staff development activities both within and outside the district. Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida’s School Counseling Framework. Serves as on-staff resource with expertise in student services.</p>
<p>Duggan, Katrina</p>	<p>Teacher, ESE</p>	<p>ESE Specialist. Implements 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. Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction. Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws and regulations related to the educational needs of students with disabilities. Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed.</p>
<p>Perez, Luz</p>	<p>Parent Engagement Liaison</p>	<p>Serve as a liaison between the school and the parent/families of the school. Promote positive parenting throughout the GGHS campuses by providing training opportunities for parents/guardians on strategies to promote student success. Promote family welfare efforts by establishing contacts with community organization. Provide timely and relevant information to parents/guardians concerning school and district activities, operations, procedures to improve home/school communication. Make personal contacts through a variety of modalities (electronic, face-to-face, home visits, etc.) to encourage parental engagement.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Joe Mikulski

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.*

4

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.*

7

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,666

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

4

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

4

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	0	0	0	0	0	0	0	0	0	0	439	435	429	363	1666
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	59	78	43	246
One or more suspensions	0	0	0	0	0	0	0	0	0	0	77	92	83	48	300
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	108	113	102	39	362
Course failure in Math	0	0	0	0	0	0	0	0	0	0	109	122	126	57	414
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	129	152	165	87	533
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	104	147	125	49	425
Number of students with a substantial reading deficiency	0	0	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	0	0	0	0	0	0	0	0	135	149	151	70	505

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	2	4

Date this data was collected or last updated

Monday 9/27/2021

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	0	0	0	0	0	0	0	0	0	467	432	431	420	1750
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	36	32	36	143
One or more suspensions	0	0	0	0	0	0	0	0	0	68	74	50	43	235
Course failure in ELA	0	0	0	0	0	0	0	0	0	48	63	39	29	179
Course failure in Math	0	0	0	0	0	0	0	0	0	85	124	76	77	362
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	136	111	130	112	489
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	80	67	122	82	351

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	0	0	0	0	0	0	95	116	96	75	382

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	2	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	3	1	7

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	0	0	0	0	0	0	0	0	0	467	432	431	420	1750
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	36	32	36	143
One or more suspensions	0	0	0	0	0	0	0	0	0	68	74	50	43	235
Course failure in ELA	0	0	0	0	0	0	0	0	0	48	63	39	29	179
Course failure in Math	0	0	0	0	0	0	0	0	0	85	124	76	77	362
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	136	111	130	112	489
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	80	67	122	82	351

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	0	0	0	0	0	0	95	116	96	75	382

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	2	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	3	1	7

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				44%	59%	56%	44%	62%	56%
ELA Learning Gains				46%	52%	51%	51%	57%	53%
ELA Lowest 25th Percentile				35%	41%	42%	48%	46%	44%
Math Achievement				48%	58%	51%	46%	63%	51%
Math Learning Gains				42%	44%	48%	42%	56%	48%
Math Lowest 25th Percentile				45%	46%	45%	33%	50%	45%
Science Achievement				54%	72%	68%	71%	70%	67%
Social Studies Achievement				65%	76%	73%	69%	76%	71%

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
09	2021					
	2019	43%	56%	-13%	55%	-12%
Cohort Comparison						
10	2021					
	2019	38%	53%	-15%	53%	-15%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	53%	68%	-15%	67%	-14%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	64%	72%	-8%	70%	-6%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	28%	67%	-39%	61%	-33%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	59%	-6%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

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

- Collier County Public School's Data Warehouse Platform
- Fall District Quarterly Benchmark 1 administration percentages.
- Winter District Quarterly Benchmark 2 administration percentages.
- Spring District Quarterly Benchmark 3 administration percentages.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	41	39
	Economically Disadvantaged	37	38	37
	Students With Disabilities	18	8	12
	English Language Learners	13	8	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	54	59
	Economically Disadvantaged	46	52	57
	Students With Disabilities	27	37	47
	English Language Learners	21	26	27
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	94	93	95
	Economically Disadvantaged	97	93	95
	Students With Disabilities	100	100	100
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	41	29
	Economically Disadvantaged	39	39	27
	Students With Disabilities	14	5	6
	English Language Learners	10	10	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	39	43
	Economically Disadvantaged	35	40	43
	Students With Disabilities	20	24	37
	English Language Learners	39	41	36
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	49	53	55
	Economically Disadvantaged	46	52	55
	Students With Disabilities	30	40	45
	English Language Learners	27	42	48
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	100	100	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities	N/A	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	36
	Economically Disadvantaged	28	35	39
	Students With Disabilities	13	17	26
	English Language Learners	35	33	39
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	100	100
	Economically Disadvantaged	50	100	100
	Students With Disabilities	NA	NA	NA
	English Language Learners	33	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	60	62
	Economically Disadvantaged	64	59	61
	Students With Disabilities	41	35	39
	English Language Learners	49	40	33

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		17	20	0
	Economically Disadvantaged		17	20	0
	Students With Disabilities		0	33	0
	English Language Learners		100	NA	NA
			Number/% Proficiency	Fall	Winter
Biology	All Students		0	0	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		0	0	NA
			Number/% Proficiency	Fall	Winter
US History	All Students		100	67	100
	Economically Disadvantaged		100	50	100
	Students With Disabilities		NA	NA	NA
	English Language Learners		100	0	100

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
SWD	22	22	12	27	45	38	24	26		86	22
ELL	10	32	37	23	29	33	32	28		94	56
BLK	34	36	28	32	41	50	45	38		95	45
HSP	41	39	34	39	38	31	56	57		90	55
MUL	53	43		50	42						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
WHT	56	42		52	40	40	76	52		90	64
FRL	38	37	31	38	37	34	54	52		91	51
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
SWD	22	30	26	30	29	21	23	50		98	35
ELL	19	40	41	42	48	55	33	35		92	63
BLK	35	40	27	39	36	42	47	68		100	51
HSP	44	47	38	49	44	45	55	62		95	62
MUL	46	42									
WHT	61	50	23	55	43	60	67	77		95	69
FRL	42	45	36	46	42	46	54	64		96	57
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
SWD	19	44	42	23	27	17	43	44		85	37
ELL	15	57	59	29	39	31	57	32		86	63
BLK	38	47	47	43	40	25	71	70		93	43
HSP	43	51	47	45	43	35	69	63		94	65
MUL	80	60									
WHT	51	49		56	42	40	78	91		90	61
FRL	42	51	49	45	42	32	70	68		93	59

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32

Students With Disabilities	
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	47
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	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

The three year trend that has emerged across tested grade levels in reading is that our students scoring at a performance level 1 (inadequate) continues to increase. Additionally, over the past three years, there is a decrease of students attaining a level 5 (mastery) on the ELA FSA. In math, over three years there is a 10% increase of students that fall into the performance level inadequate. Lastly, in Biology students increasing at a level 1 remained consistent.

A trend that our school reveals with gain success and the gain success of our lowest 25% is mixed. Our total gain score yeild over three years in reading is -12pts. Our Hispanic (-12%) and Black(-11%) students over three years yeild the most adverse calculation against their white (-7%) peers. GGHS has the highest LY population in Collier County Public Schools. In math, Black (+2%) students made the most gains than any other subgroup. Hispanic(-1%) students in SY21 reflected the lowest gain yeild, and over a three year trend nets a -5% which is the most amongst all sub groups. Our Lowest 25% students in reading decreased over the past three years. Our black lowest 25% students shows a (+1%) year over year yeild. Our Hispanic lowest 25% over the past three years consistently decreased. Our black students in the lowest 25% is the only subgroup that demonstrated 8% positive yeilds on the Math FSA. All other subgroups in the Math L25 netted a negative loss in the data.

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

The data points that demonstrate the greatest need are the ELL and SWD subgroups. The achievement gap between these subgroups and the rest of their peers is remarkable based off of the three CCPS Quarterly Benchmarks Assessments.

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 data reveals that these specific subgroups need help with reading fluency, support in vocabulary development, and effective comprehension-building activities that are grade-level appropriate. In addition understanding the students unique learning styles, specific needs, and work with them to create a custom academic learning plan.

New actions to address the need for improvement is targeted student support, impactful tutor support, and bolster the effectiveness of inclusion teachers.

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

The data components that showed the most improvement is Mathematics and Biology.

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

Last year we had a Math Coach and a Resource Math allocation filled to support student learning in the class. The new actions we took last year was a three week incentive for all students on ALEKS which is a research-based online learning program that hit three week targets.

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

several strategies will be implemented in order to accelerate learning. The first is to ensure all students understand learning targets (i.e. unpacking standards, spiraling of the content) and demonstrate the ability to self-assess where they currently are in their learning. In addition, teachers will effectively ask higher order thinking questions to increase student cognitive demand and growth mindset toward the content. Second, schedule enough time every week for purposeful teacher-to-teacher and student-to-teacher collaborations (i.e. descriptive feedback) to review student data and share classroom best instructional strategies. Third, use frequent common standards-based assessments every three to six weeks to analyze student achievement, remediation opportunities, and enrichment connections toward the learning target.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders include but not limited to the following below:

- Sending teachers to conferences
- Collaborative curriculum development in school for a day
- Send teachers to work with effective teachers at other high schools
- Online PD programs through educational organizations
- Improvement planning based on instructional needs assessments and results from FTEM observations.
- Professional learning (i.e. iLearn or District developed PD) that ensures intended changes in educator knowledge, skills, dispositions, and instructional practice align with student learning needs.

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

The additional services that will be implemented to ensure sustainability of improvement is to always revisit and refine the goals and have a common collective effort schoolwide to implement action steps with fidelity and monitor the success of the strategies to meet the goals day-to-day. A focus on instructional improvement at the classroom level as well as appropriating fiscal, technological, and human capital to sustain continuous school improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student achievement on the 9th and 10th grade ELA Florida Standards Assessments continues to be a high need area at Golden Gate High School. In the FY21 school year, student achievement was 41%. Students meeting benchmark achievement on the 11th -12th grade SAT or ACT Evidence-Based Reading and Writing Section (EBRW) is an area of focus to recoup students that have not met graduation requirement.

Measurable Outcome: The 2022 Spring ELA FSA will increase 3% from 44% (FY21) to 47%(FY22). A 3% increase of all students taking the SAT Evidence-Based Reading and Writing (EBRW) will score above a 480 concordant score. A 3% increase of all students taking the ACT English and Reading subtests will score above a 19 concordant score.

Monitoring:

- School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the standards monthly.
- Administrators and Academic Coaches will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.
- Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly,
- Administrators will discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.
- School counselors will provide students guidance and continued support throughout the year.
- Three District ELA Quarter Benchmarks Assessments for improved quartile student improvements. SAT and ACT practice exams to monitor student academic progress.

Person responsible for monitoring outcome:

Norman Alford (alfornc@collierschools.com)

Evidence-based strategies will be implemented grades 9-12 in an effort to assist all students to meet FSA Level 3 satisfactory and above, SAT, and ACT success scores. GGHS will address school wide literacy through a series of collaborative PLC's which will involve aligned curricular lesson planning, common formative assessments, academic data collection and teacher/admin analysis through PLC shared best practices collaboration, as well as, cross-curricular school-wide literacy professional development focused on improving student engagement through literacy.

Evidence-based Strategy:

ESE case managers as well as teachers will monitor SWD data and implement strategies and interventions to increase achievement for SWD. The evidence will also be monitored through lesson plans and strategic team meeting documentation. Supporting English Language Learners is a major priority to simultaneously build oral proficiency, writing skills, and content knowledge. Additionally, a keen focus on differentiated instruction in order to create learning opportunities and ensure equal access to important academic content.

Instructors will develop high level essential questions aligned to the schoolwide goal that are aligned to the level of rigor that is represented by the standards as it is defined in the ELA standards through additional enrichment and remediation opportunities. Instructors will utilize evidence-based strategies to ensure that teachers are providing timely and specific feedback to ensure students' mastery on ELA standards.

There will be provisions afforded to staff for on-going job embedded professional development opportunities in literacy strategies.

**Rationale
for
Evidence-
based
Strategy:**

ALL GGHS student readers 9-12 must demonstrate literacy growth and interact with complex text across the school day; for this to occur, teachers in non-English classes must participate in professional development to align their literacy teaching capacity with the needs of all students across all disciplines. Teacher lesson plans should demonstrate vocabulary-based strategies being infused to assist all ELL students.

The strategy of implementing standards based higher order questions, learning targets, activities, and assessments will ensure that all students are receiving standards based instruction and will be assessed on the same standards and critical content throughout their grade level. Evidence of this strategy will be documented in the PLC minutes uploaded in Microsoft Office 365, along with teacher's lesson plans, and data from common assessments. The criteria used to make this determination is based on past success using common planning, common standard based assessments, and monitoring.

Action Steps to Implement

Professional development for teachers on rich questioning, descriptive feedback, structuring lessons that include higher-order activities, and student goal setting.

Teachers will collaboratively plan weekly within PLC's to develop standards-based lessons and activities to enhance student learning.

Teachers will utilize evidence-based instructional strategies inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on ELA standards which will be monitored by content-area administrator.

ESE Case manager support through individual student meetings.

Instructors will develop high level essential questions aligned to the school level of rigor that is represented by the standards as it is defined in the ELA standards.

Person Responsible Norman Alford (alfordn@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Student achievement on the Algebra and Geometry End of Course Exams remain an area of focus that requires attention at Golden Gate High School. In the FY21 school year 39% of students met on grade-level expectations. The SY21 SAT math school average was 443. Students meeting benchmark achievement for 11th -12th grade SAT or ACT Math Section score remains a major focus without PERT as a way to satisfy graduation requirement.

Measurable Outcome: The 2022 Spring overall Math(Algebra EOC & Geometry EOC) average score above satisfactory will increase 11% from 48%(FY19) to 50%(FY20). Forty-five Juniors and Seniors taking the SAT/ACT Math sections will meet their math graduation requirement by May of 2022.

School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the standards monthly.

Administrators and Academic Coaches will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.

Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly.

Monitoring: Administrators will discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.

School counselors will provide students guidance and continued support throughout the year.

Three District Algebra & Geometry Quarter Benchmarks Assessments for improved quartile student improvements. SAT and ACT practice exams to monitor student academic progress.

CCPS District Math support will monitor Formative, Summative, District, and State Assessments weekly.

Person responsible for monitoring outcome:

Joe Mikulski (mikulsjo@collierschools.com)

Evidence-based Strategy:

Math evidence-based strategies will be implemented grades 9-12 in an effort to assist students achieve EOC Level 3 satisfactory and above. Additionally, success on the math SAT & ACT portions exams will show positive yields from those strategies. GGHS will address school wide math best practices through a series of collaborative Strategic Team Meetings (PLC's) which will involve aligned curricular lesson planning, common formative assessments, academic data collection and professional development focused on improving student engagement through Math.

The Common Formative Assessments will come in a range of sizes to ensure that students are developing test taking stamina, as well as being exposed to higher cognitively demanding items that they will have to utilize on the Algebra and Geometry EOC's. These assessments will be standards based and created teachers in conjunction with CCPS District support. The evidence will be shown in the student achievement data produced by

these assessments.

ESE case managers as well as teachers will monitor SWD data and implement strategies and interventions to increase achievement for SWD. The evidence will also be monitored through lesson plans and strategic team meeting documentation. Supporting English Language Learners is a major priority to simultaneously build oral proficiency, writing skills, and content knowledge. Additionally, a keen focus on differentiated instruction in order to create learning opportunities and ensure equal access to important academic content.

Rationale for Evidence-based Strategy:

ALL GGHS math students 9-12 must demonstrate problem-solving growth and interact with a range of cognitive demanding math practice problems in all math classes. Teacher lesson plans should demonstrate vocabulary-based strategies being infused to assist all ELL students and differentiated instructional delivery for students with IEP's.

Action Steps to Implement

Professional development for teachers on rich questioning, descriptive feedback, structuring lessons that include higher-order activities, and student goal setting.

Common Assessments varying in length and number of questions built to increase stamina and standard mastery.

Assessments will be created utilizing platforms that include technology enhanced items that students will be exposed to on the Florida Standards Assessment.

ESE Case Managers will support through individual student meetings.

Instructors will develop high level essential questions aligned to the school wide goal that are aligned to the level of rigor that is represented by the standards as it is defined in the MAFS.

Teachers will collaboratively plan weekly within Strategic Team Meetings to develop standards-based lessons and activities to enhance student learning.

Teachers will utilize evidence-based instructional strategies inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on ELA standards which will be monitored by content-area administrator.

Person Responsible Joe Mikulski (mikulsjo@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale: Student achievement on the 11th grade US History EOC is a high need area at Golden Gate High School. In the SY21 school year, student achievement dropped to 53% the lowest it has been.

Measurable Outcome: The intended outcome is to increase the number of students that score satisfactory (Level 3) and above on the U.S. History End-of-Course exam from SY21 53% to SY22 66%. The goal is to demonstrate a 13% increase in students scoring at or above a level 3.
 School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the standards monthly.

Administrators and Reading Coach will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.

Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly.

Monitoring: Administrators will discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.

School counselors will provide students guidance and continued support throughout the year.

Three District ELA Quarter Benchmarks Assessments for improved quartile student improvements.

Person responsible for monitoring outcome: Geronimo Mulholland (mulholge@collierschools.com)

Evidence-based strategies in all Social Science classes will be implemented grades 10-12 in an effort to assist all students to pass the US History EoC successfully. The leadership team will address school wide literacy integration in Social Science through a series of collaborative PLC's which will involve aligned curricular lesson planning, common formative assessments, academic data collection and teacher/admin analysis.

Evidence-based Strategy: ESE case managers as well as teachers will monitor SWD data and implement strategies and interventions to increase achievement for SWD. The evidence will also be monitored through lesson plans and strategic team meeting documentation. Supporting English Language Learners is a major priority to simultaneously build oral proficiency, writing skills, and content knowledge. Additionally, a keen focus on differentiated instruction in order to create learning opportunities and ensure equal access to important academic content.

Instructors will develop high level essential questions aligned to the schoolwide goal that are aligned to the level of rigor that is represented by the standards as it is defined in the U.S. History standards through additional enrichment and remediation opportunities. Instructors will utilize evidence-based strategies to ensure that teachers are providing timely and specific

feedback to ensure students' mastery on U.S. History standards.

There will be provisions afforded to staff for on-going job embedded professional development opportunities in literacy strategies.

ALL U.S. History student readers must demonstrate literacy growth and interact with complex text across the school day; for this to occur, teachers will participate in professional development to align their literacy teaching capacity with the needs of all students. Teacher lesson plans should demonstrate vocabulary-based strategies being infused to assist all ELL and SWD students.

**Rationale
for
Evidence-
based
Strategy:**

The strategy of implementing standards based higher order questions, learning targets, activities, and assessments will ensure that all students are receiving standards based instruction and will be assessed on the same standards and critical content throughout their grade level. Evidence of this strategy will be documented in the PLC minutes uploaded in Microsoft Office 365, along with teacher's lesson plans, and data from common assessments. The criteria used to make this determination is based on past success using common planning, common standard based assessments, and monitoring.

Action Steps to Implement

Professional development for teachers on rich questioning, descriptive feedback, structuring lessons that include higher-order activities, and student goal setting.

Teachers will collaboratively plan weekly within PLC's to develop standards-based lessons and activities to enhance student learning.

Teachers will utilize evidence-based instructional strategies inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on ELA standards which will be monitored by content-area administrator.

ESE Case manager support through individual student meetings.

Instructors will develop high level essential questions aligned to the school level of rigor that is represented by the standards as it is defined in the ELA standards.

Person Responsible Geronimo Mulholland (mulholge@collierschools.com)

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Science achievement continues to be a high need area for Golden Gate High School. In the SY19 school year, student achievement was 56%.

Measurable Outcome:

The Spring overall Biology average score above satisfactory will continue to increase 6% from 56% (SY21) to 62% (FY22).

School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the standards monthly.

Administrators and Academic Coaches will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.

Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly.

Monitoring:

Administrators will discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.

School counselors will provide students guidance and continued support throughout the year.

Three District Science Quarter Benchmarks Assessments for improved quartile student improvements.

Person responsible for monitoring outcome:

Norman Alford (alforn@collierschools.com)

Evidence-based Strategy:

Lesson planning will occur by utilizing the 5E Framework (Exploration, Explanation, Elaboration, Engagement, Evaluation) to encourage teachers to think purposefully and help focus biology curriculum and teaching on the development and deepening of student understanding. Students will be provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test hypothesis, and engage in inquiry-based learning. Professional development focused on improving student engagement through literacy and inquiry-based learning will be implemented.

Rationale for Evidence-based Strategy:

Biology Team that operate via PLCs will collaborate building lessons that align with Next Generation Sunshine State Standards, review student assessment data and increase student achievement. Teacher lesson plans should demonstrate vocabulary-based strategies being infused to assist all ELL and SWD students.

Action Steps to Implement

Professional development for teachers on rich questioning, descriptive feedback, structuring lessons that include higher-order activities, and student goal setting using the 5E Framework.

Teachers will collaboratively plan weekly within PLC's to develop standards-based lessons and activities to enhance student learning.

Teachers will utilize evidence-based instructional strategies inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on ELA standards which will be monitored by content-area administrator.

ESE Case manager support through individual student meetings.

Instructors will develop high level essential questions aligned to the school level of rigor that is represented by the standards as it is defined in the ELA standards.

Instructors will develop high level essential questions aligned to the schoolwide goal that are aligned to the level of rigor that is represented by the standards as it is defined in the Biology NGSSS.

Create common Assessments aligned to the standards and designed to model the Biology End-of-Course exam.

Compose a one pager of the tested standards including item specifications, content focus, and action descriptors.

Identify achievement gaps in all classes and implement strategies to narrow margins.

Facilitate authentic hands-on Science investigations in classes.

Person Responsible Norman Alford (alforn@collierschools.com)

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: At Golden Gate High School there needs to be a decrease in individual parent and family barriers (i.e. language, socioeconomic differences, and school attitudes) that prevent parents from getting involved in the school culture.

Measurable Outcome: In order to increase the percentage of parents participating in school or District sponsored events Golden Gate High School will effectively communicate with parents/guardians on a monthly basis via social media outlets, newsletter, Blackboard Dialer, and/or Parent Liason
 Parent climate surveys and SAC committee meeting will monitor parental feedback.

Monitoring: Attendance rates at school events.
 SAC membership increase

Person responsible for monitoring outcome: Norman Alford (alforn@collierschools.com)

Evidence-based Strategy: All online or digital communication will be sent in three languages (i.e., English, Spanish, and Creole)

Rationale for Evidence-based Strategy: Train school staff to partner with families in support of all 9-12 student/parent experience in education and well-being. By blending best practices in teacher trainings and family/ community engagement monthly workshops will help GGHS create a more welcoming environment for all families.

Action Steps to Implement

Promote positive parenting throughout the GGHS campuses by providing training opportunities for parents/guardians on strategies to promote student success.

Provide timely and relevant information to parents/guardians concerning school and district activities, operations, procedures to improve home/school communication.

Facilitate monthly Parent Academies at GGHS.

Promote GGHS Literacy Nights once a semester.

ELL tutors and parent liaison resource person will support events alongside the use of. translation devices.

Make personal contacts through a variety of modalities (electronic, face-to-face, home visits, etc.) to encourage parental engagement.

Person Responsible Norman Alford (alforn@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Drug/Public Order Incidents were in the middle range with tobacco and Drug Use/Possession being the highest offenses. Our school culture emphasizes See Something, Say Something, and our students are apt to inform staff and administration of such use. Thus, we tend to see a higher number of such offenses. We will continue to educate the harmful use of these items along with continual emphasis on See Something, Say Something. Our suspension rate was much higher than the state average but we attribute this to our stricter progression of discipline and accountability as reflected in our rate of incidents being lower than the state average. We will want to pull data to drill down to the subgroups to see if there is a specific trend that we need to address.

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.

In order to provide continual and consistent promotion of equitable disciplinary outcomes and increased opportunities for a high rate of positive reinforcements, Golden Gate High School instituted the following tiered PBIS incentive programs based on our school-wide expectations:

The Titan Way – bi-weekly, school-wide drawing for various rewards based on discipline and attendance data.

Grade Level Titan of the Month – monthly teacher nominations and recognized/rewarded to students exhibiting the TITAN WAY by RESPECTING themselves, classmates, adults, and our building.

Exceptional Titans – quarterly recognition events for students who have no more than the pre-determined number of referrals, infractions, absences, and tardy.

On Fridays, "Swag Days". leadership, guidance, and support-staff teams select a period and visit all classrooms. The teams reward all students wearing school logo and/or spirit shirts with various reinforcement in order to increase school spirit.

Weekly promotional and informational "Smore" news are communicated to parents via social media in order to increase parent and community involvement, engagement, and support.

Mental Health team meets weekly to address, plan, implement, and assess mental health caseloads in order to maintain or increase student attendance, academic participation, and positive social behaviors.

Leadership team meets weekly to discuss community and student needs and create action plans to provide support to those students and families in need of additional support from various outside agencies.

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

All administrators and staff are engaged in the PBIS activities. The Assistant Principal of Attendance and Discipline organizes and initiates the PBIS Committee's selected activities.

Leadership, guidance, and support staff distribute the rewards on "Swag Day". Kiwanis, Rotary Club, and NAACP will provide funds to purchase the incentives.

APC will create and post the weekly "Smore" newsletter with the administrative team input.

School social worker and the psychologist will lead the weekly Mental Health Team meetings. Administration will schedule and monitor the "handle with care" meetings.

Administration, Mental Health Team, and Youth Relations Officers will provide guidance and information to the families and students regarding services available to them from David Lawrence Center, CCSO JAR, AVOW, Meals of Hope, Valerie's House, St. Matthew's House, Catholic Charities, Youth Haven, and Laces of Love.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$274,211.31
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0501 - Golden Gate High School	Title, I Part A	1.0	\$98,413.40
			<i>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</i>			
	5100	150-Aides	0501 - Golden Gate High School	Title, I Part A	3.0	\$120,774.74
			<i>Notes: Tutors Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6150	390-Other Purchased Services	0501 - Golden Gate High School	Title, I Part A		\$1,379.00
			<i>Notes: PI Printing Services</i>			
	6150	510-Supplies	0501 - Golden Gate High School	Title, I Part A		\$1,381.34
			<i>Notes: PI Supplies</i>			
	5900	130-Other Certified Instructional Personnel	0501 - Golden Gate High School	Title, I Part A		\$24,066.90
			<i>Notes: Afterschool program - Instructional staff</i>			

	5900	510-Supplies	0501 - Golden Gate High School	Title, I Part A		\$4,000.00
			<i>Notes: Afterschool program - supplies</i>			
	6400	750-Other Personal Services	0501 - Golden Gate High School	Title, I Part A		\$1,888.33
			<i>Notes: Guest Teachers</i>			
	6400	330-Travel	0501 - Golden Gate High School	Title, I Part A		\$2,555.00
			<i>Notes: Travel - Teachers</i>			
	7300	160-Other Support Personnel	0501 - Golden Gate High School	Title, I Part A		\$3,081.11
			<i>Notes: Afterschool program - Clerical staff</i>			
	7730	330-Travel	0501 - Golden Gate High School	Title, I Part A		\$5,055.00
			<i>Notes: Travel- Admin Staff</i>			
	7800	790-Miscellaneous Expenses	0501 - Golden Gate High School	Title, I Part A		\$6,192.00
			<i>Notes: Afterschool program - Transportation</i>			
	6150	510-Supplies	0501 - Golden Gate High School	Title, I Part A		\$4,024.49
			<i>Notes: PI Supplies</i>			
	6150	160-Other Support Personnel	0501 - Golden Gate High School	Title, I Part A		\$1,000.00
			<i>Notes: PI Translation Services</i>			
	6150	519-Technology-Related Supplies	0501 - Golden Gate High School	Title, I Part A		\$400.00
			<i>Notes: Tech PI Supplies</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$192,189.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0501 - Golden Gate High School	Title, I Part A	1.0	\$74,661.73
			<i>Notes: Math 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</i>			
	5100	150-Aides	0501 - Golden Gate High School	Title, I Part A	1.0	\$49,659.56
			<i>Notes: Tutor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6400	130-Other Certified Instructional Personnel	0501 - Golden Gate High School	Title, I Part A	1.0	\$67,867.93
			<i>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</i>			
3	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00

4	III.A.	Areas of Focus: Instructional Practice: Science				\$156,747.84
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0501 - Golden Gate High School	Title, I Part A	1.0	\$117,357.55
			<i>Notes: Science Resource Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0501 - Golden Gate High School	Title, I Part A	1.0	\$39,390.29
			<i>Notes: Tutor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
					Total:	\$623,148.37