

Collier County Public Schools

Gulf Coast High School



2021-22 Schoolwide Improvement Plan

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Gulf Coast High School

7878 SHARK WAY, Naples, FL 34119

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

Demographics

Principal: Kim Lonergan

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (74%) 2016-17: A (73%)
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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Gulf Coast High School

7878 SHARK WAY, Naples, FL 34119

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

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 9-12	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

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

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The mission of Gulf Coast High School is to provide a safe learning environment in which students have the opportunity to receive the highest quality education to facilitate future academic and career success.

Provide the school's vision statement.

The vision of Gulf Coast High School is to graduate students with college and career ready skills. The comprehensive range of core and elective courses and our extensive extracurricular activities will assist students to become independent, self-sufficient learners who contribute responsibly to a global community.

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
Lonergan, Kimberly	Principal	The role of the principal is to provide strategic direction at Gulf Coast High School. The Principal develops standardized curricula, assesses teaching methodology, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates all of the staff and oversee facilities.
Bryant, Stanley	Assistant Principal	The role of the assistant principal is to provide support to the principal in the strategic direction of Gulf Coast high school.
Hylemon, Caroline	Assistant Principal	The role of the assistant principal is to provide support to the principal in the strategic direction of Gulf Coast high school.
Lambcke, John	Assistant Principal	The role of the assistant principal is to provide support to the principal in the strategic direction of Gulf Coast high school.
Crawford, Catherine	Assistant Principal	The role of the assistant principal is to provide support to the principal in the strategic direction of Gulf Coast high school.
Kelly, Maryann	Instructional Media	The role of the media specialist is to provide support to the instructional staff in technology proficiency at Gulf Coast High School.
Jones, Jocelyn	Assistant Principal	The role of the assistant principal is to provide support to the principal in the strategic direction of Gulf Coast high school.
Rosabella, Sandra	Math Coach	The role of the math coach is to provide support in math instruction to all instructional staff at Gulf Coast High School.
Grillo, Sundai	Instructional Coach	The role of the literacy specialist is to provide support in reading instruction to all instructional staff at Gulf Coast High School.

Demographic Information

Principal start date

Thursday 7/1/2021, Kim Lonergan

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.*

3

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.*

6

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

2,458

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

9

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

14

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	616	646	628	568	2458
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	63	60	55	50	228
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	32	87	92	65	276
Course failure in Math	0	0	0	0	0	0	0	0	0	34	58	89	56	237
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	67	63	57	41	228
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	62	125	61	24	272
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	0	0	0	0	0	0	0	36	75	66	39	216

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	5	1	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/2/2021

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	

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	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	0	0	0	0	0	0	0	0	0	615	645	625	567	2452
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	196	223	157	181	757
One or more suspensions	0	0	0	0	0	0	0	0	0	7	10	5	5	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	70	65	63	200
Course failure in Math	0	0	0	0	0	0	0	0	0	19	60	77	53	209
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	69	74	71	48	262
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	44	40	28	11	123

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	46	105	86	75	312

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	5	1	6
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				74%	59%	56%	77%	62%	56%
ELA Learning Gains				57%	52%	51%	63%	57%	53%
ELA Lowest 25th Percentile				48%	41%	42%	50%	46%	44%
Math Achievement				69%	58%	51%	73%	63%	51%
Math Learning Gains				54%	44%	48%	66%	56%	48%
Math Lowest 25th Percentile				44%	46%	45%	64%	50%	45%
Science Achievement				92%	72%	68%	84%	70%	67%
Social Studies Achievement				86%	76%	73%	86%	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	77%	56%	21%	55%	22%
Cohort Comparison						
10	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison		-77%				

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	90%	68%	22%	67%	23%
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	86%	72%	14%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	67%	-11%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	59%	13%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

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

QBA 1, QBA 2, QBA 3

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	69%	57%
	Economically Disadvantaged	44%	55%	43%
	Students With Disabilities	36%	23%	17%
	English Language Learners	15%	6%	22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	67%	67%
	Economically Disadvantaged	51%	52%	49%
	Students With Disabilities	22%	27%	20%
	English Language Learners	40%	37%	32%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	95%	98%	95%
	Economically Disadvantaged	94%	94%	91%
	Students With Disabilities	100%	NA	0%
	English Language Learners	100%	100%	NA
US History	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

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	72%	57%
	Economically Disadvantaged	48%	58%	44%
	Students With Disabilities	42%	35%	15%
	English Language Learners	26%	19%	10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	46%	40%
	Economically Disadvantaged	30%	40%	31%
	Students With Disabilities	21%	34%	26%
	English Language Learners	25%	27%	12%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	84%	87%	81%
	Economically Disadvantaged	77%	80%	72%
	Students With Disabilities	67%	72%	72%
	English Language Learners	NA	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	89%	86%
	Economically Disadvantaged	100%	100%	100%
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	NA
	Economically Disadvantaged	0%	0%	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	0%	0%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	21%	15%
	Economically Disadvantaged	10%	15%	0%
	Students With Disabilities	18%	0%	0%
	English Language Learners	0%	14%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	51%	42%
	Economically Disadvantaged	50%	50%	42%
	Students With Disabilities	45%	58%	29%
	English Language Learners	33%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	71%	84%	70%
	Economically Disadvantaged	66%	75%	62%
	Students With Disabilities	58%	74%	50%
	English Language Learners	44%	44%	23%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100%	0%	NA
	Economically Disadvantaged	NA	0%	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	57%	40%
	Economically Disadvantaged	33%	50%	33%
	Students With Disabilities	20%	67%	50%
	English Language Learners	NA	100%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	33%	50%	0%
	Economically Disadvantaged	100%	100%	100%
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	50%	75%	67%
	Economically Disadvantaged	50%	50%	0%
	Students With Disabilities	NA	NA	NA
	English Language Learners	50%	0%	0%

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	36	35	33	29	25	21	65	47		94	53
ELL	26	56	53	31	36	38	42	31		90	79
ASN	93	69		88	64		90	79		100	89
BLK	47	48	44	38	30	18	69	53		88	61
HSP	60	49	45	44	31	29	69	63		93	88

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
MUL	64	33		65	36		93	93		93	92
WHT	74	58	44	64	42	26	82	85		97	89
FRL	56	47	38	41	31	25	69	69		88	81
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	38	45	40	41	37	29	68	60		91	42
ELL	33	45	42	39	50	33	58	70		95	71
AMI	70	30									
ASN	79	61		79	55		95	88		100	79
BLK	62	50	59	59	42		85	88		91	71
HSP	60	51	42	58	51	40	88	82		95	84
MUL	92	60		82	70		92	94			
WHT	80	61	51	74	55	48	94	87		99	89
FRL	58	50	42	57	45	37	83	80		94	78
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	38	47	41	36	38	45	53	61		92	59
ELL	16	45	44	34	41	37	39	86		74	85
AMI	77	69		83							
ASN	85	71		78	57		95	85			
BLK	63	53	39	64	59	50	70	77		100	80
HSP	70	65	52	64	60	56	79	87		95	82
MUL	76	67		64	71		80				
WHT	80	63	49	77	69	69	86	88		97	86
FRL	67	59	52	63	59	60	77	82		93	78

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	696
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
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	58
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	71
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	
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	66
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	56
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 trend that emerges by analyzing the data is that the lowest 25% making gains, in Math and English Language Arts have seen a significant decrease in performance.

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

The data component that demonstrates the greatest need for improvement is that the lowest 25% making gains in math had a significant decrease in performance.

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 greatest contributing factor to this need is that students moved back and forth from face to face learning and virtual learning. This made for a much more difficult learning process for both teachers and students.

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

Students earning an acceleration point was the component that showed the most improvement based on school performance in 2019 to 2021 in the state school grade calculation.

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

The most significant contributing factor to this improvement was strategic scheduling of students into Career and Technology Education, AICE, AP, and dual enrollment courses.

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

Some of the strategies that we will implement will include creating a system in which teachers regularly work together collaboratively and incorporate targeted instructional strategies, and where professional development is provided to teachers to fill in the identified gaps in instructional practice.

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.

Teachers will receive professional development in a number of identified areas. The first area being "data digging". Teachers will be taught how to locate and track student data. Teachers will be taught how to properly implement strategies and resources that improve student learning (small group instruction, Read 180/System 44, ALEKS, etc.).

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

We are creating sustainable practices to ensure that long-term growth and improvement continue. Practices such as a recurring routine schedule for professional development and collaborative planning, and professional learning community meetings are the vehicles by which much of the improvements will be driven.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Gulf Coast High School had an 18% drop in the lowest 25% making gains in math. To help reduce the instructional gaps of our lowest 25% in math, our teachers will focus on small group instruction, collaborative planning, and creating standards-based common formative assessments.
Measurable Outcome:	Increase the percent of students in our lowest 25% that make math gains on the Algebra 1 and Geometry EOC's by at least 9% (26% to 35% or higher) by the end of the 2021-22 school year.
Monitoring:	The area of focus will be monitored in bi-weekly professional learning community meetings with the administrator of record (Principal Kimberly Lonergan) and the math coach. During these meetings the group will discuss common formative assessment data, data analysis/ item analysis of QBA1 and QBA2, appropriate and intentional use of ALEKS, and gradebook assignments and grades (ensure assignments are standards-based). Instructional practice will also be monitored and improved through FTEM.
Person responsible for monitoring outcome:	Kimberly Lonergan (lonergki@collierschools.com)
Evidence-based Strategy:	The evidence-based strategy being implemented for this area of focus is explicit systematic instruction.
Rationale for Evidence-based Strategy:	The rationale for choosing this strategy is that if teachers use explicit, systematic instruction they will instruct a specific concept or procedure in a highly structured and carefully sequenced manner. Thus, resulting in higher rates of student acquisition and retention of knowledge.

Action Steps to Implement

1. Professional development for teachers on providing explicit, systematic instruction.
2. Targeted feedback for teachers on the use of explicit, systematic instruction.
3. Providing coaching for improvement on the use of explicit, systematic instruction.

Person Responsible Kimberly Lonergan (lonergki@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Gulf Coast High School had a 16% drop in overall math gains. To increase the percent of all students making gains in math, teachers and our math coach will use PLC time to create lessons that use instructional strategies, such as visual representation, to increase the students' level of understanding with regards to problem solving.

Measurable Outcome: Increase the percent of students making gains in math on the Algebra 1 and Geometry EOC's by at least 8% (38% to 46%) by the end of the 2021-22 school year.

Monitoring: The area of focus will be monitored in bi-weekly professional learning community meetings with the administrator of record and the math coach. During these meetings the group will discuss; common formative assessment data, data analysis/ item analysis of QBA1 and QBA2, appropriate and intentional use of ALEKS, gradebook assignments/ grades (ensure standards-based), instructional practice through FTEM

Person responsible for monitoring outcome: Stanley Bryant (bryantst@collierschools.com)

Evidence-based Strategy: The evidence-based strategy that will be used is visual representation which is an accurate depiction of a given problem's mathematical quantities and relationships.

Rationale for Evidence-based Strategy: The rationale for choosing this strategy is that the use of visual representation is that it will assist students in accurately depicting the given problem in mathematics. Visual representation will assist the teacher in understanding the students process of problem solving.

Action Steps to Implement

1. Professional development for teachers on the use of visual representation.
2. Targeted feedback for teachers on the use of visual representation.
3. Providing coaching for improvement on the use of visual representation.

Person Responsible Sandra Rosabella (rosabs3@collierschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Gulf Coast High School dropped 4% in the lowest 25% students making gains in English Language Arts (ELA). To help reduce the instructional gaps of our lowest 25% in ELA, instructional strategies will be shared across content areas that will help increase abilities in both writing and reading comprehension. There is an expectation that all students in the lowest 25% make a years gain in ELA, and lesson plans and instruction focus on remedial strategies to close the gap in students making gains in ELA.

Measurable Outcome: Increase the percent of students in our lowest 25% that make FSA ELA gains by at least 4% (44% to 48%) by the end of the 2021-22 school year.

Monitoring: The area of focus will be monitored in bi-weekly professional learning community meetings with the administrator of record and the literacy specialist. During these meetings the group will discuss common formative assessment data, data analysis/ item analysis of Quarterly Bench Assessments 1 and 2, appropriate and intentional use of Read 180, gradebook assignments/grades (ensure standards-based), and instructional practice. Feedback will be provided through FTEM.

Person responsible for monitoring outcome: Caroline Hylemon (hylemc@collierschools.com)

Evidence-based Strategy: One of the primary evidence-based strategies that will be implemented for this area of focus is explicit systematic instruction.

Rationale for Evidence-based Strategy: Implementing the strategy of explicit systematic instruction will result in teachers instructing a specific concept or procedure in a highly structured and carefully sequenced manner. This will result in higher rates of learning and knowledge retention for students.

Action Steps to Implement

The action steps that will be taken as part of this strategy include professional development sessions designed to help teachers with explicit vocabulary instruction across content areas. We will specifically target Integrated Science and World History where we have the largest cross-over with our group of student who are in the lowest 25 percent.

Person Responsible Sundai Grillo (grills@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.

Gulf Coast High School outperformed the state in the category of incidents per 100 students; there were 2.6 compared to a state average of 3.3. We also outperformed the state in the category of total reported suspensions per 100 students; Gulf Coast had 5.8 suspensions compared to the state which had a rate of 3.5. The primary area of concern for the 2019-20 school year which will be monitored during the upcoming school year is students who are cutting class or out of area. The school culture and environment will be monitored in various ways. Some of the methods for monitoring that we will use include the student information management system Focus, student, parent, & teacher surveys, a newly formed PBIS - Discipline Committee and Attendance Committee, and a newly formed Diversity Committee.

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.

PBIS - quarterly recognition.

Diversity Committee

Social Committee

Academic Booster Club provides quarterly academic celebrations.

Shark Shout-outs - opportunity for staff to compliment other staff members and be shared at monthly staff meetings.

Fun Fridays - fostering a positive school culture environment with fun activities for students and staff, music.

Best Buddies

Club Rush - over 66 clubs providing something for everyone to get involved.

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

Kimberly Lonergan, Principal

Stanley Bryant, Assistant Principal

Caroline Hylemon, Assistant Principal

John Lambcke, Assistant Principal

Jocelyn Jones, Assistant Principal

Catherine Crawford, Assistant Principal
Alan Scott,