Gulf Coast High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (69%) 2018-19: A (71%) 2017-18: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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7878 SHARK WAY, Naples, FL 34119

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lonergan, Kimberly	Principal	
Bryant, Stanley	Assistant Principal	
Hylemon, Caroline	Assistant Principal	
Jones, Jocelyn	Assistant Principal	
Spencer, Nichole	Assistant Principal	
Krupp, Jason	Assistant Principal	Assistant Principal

Demographic Information

Principal start date
Thursday 7/1/2021, Kim Lonergan

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
22

Total number of teacher positions allocated to the school
105

Total number of students enrolled at the school
2,443

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	600	639	629	576	2444
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	93	87	70	293
One or more suspensions	0	0	0	0	0	0	0	0	0	5	12	4	4	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	48	31	28	110
Course failure in Math	0	0	0	0	0	0	0	0	0	20	61	54	44	179
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	70	54	83	54	261
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	30	38	38	20	126
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	24	67	61	33	185

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated
Wednesday 8/24/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	54%	51%				74%	59%	56%
ELA Learning Gains	61%						57%	52%	51%
ELA Lowest 25th Percentile	55%						48%	41%	42%
Math Achievement	65%	35%	38%				69%	58%	51%
Math Learning Gains	55%						54%	44%	48%
Math Lowest 25th Percentile	48%						44%	46%	45%
Science Achievement	79%	51%	40%				92%	72%	68%
Social Studies Achievement	80%	47%	48%				86%	76%	73%

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

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
2022					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	72%	14%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	67%	-11%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	59%	13%	57%	15%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	49	44	40	45	40	55	56		93	45
ELL	34	50	43	32	42	39	56	46		97	47
ASN	95	74		78	50		100	92		100	90
BLK	47	46	50	38	56	43	57	50		97	82
HSP	59	56	49	53	56	53	72	72		96	74
MUL	85	77		84	76		76	84		92	75
WHT	76	63	59	69	54	43	84	83		98	81
FRL	58	58	52	54	52	46	65	68		94	68
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
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	53
Total Points Earned for the Federal Index	743
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

For grade 10 ELA we saw a decline in proficiency by 2% for all students. For ELL students we saw improvements in proficiency across nearly all subject areas, excluding Algebra. For ESE students we saw improvements in proficiency across nearly all subject areas, excluding Biology and US History which remained the same.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The first data component from the 2022 Florida State Assessment that demonstrated a great need for improvement was the grade 10 English Language Arts proficiency rate. We performed at just 67 percent proficiency. The second data component that demonstrated a great need for improvement was the overall FSA Algebra proficiency rates. We performed at just 47 percent proficiency. The third data component that demonstrated a need for improvement was the acceleration performance. We experienced a drop from 88 to 70 percent in this area.

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

Some of the contributing factors which influenced the areas of need for improvement include lingering effects of Covid-19 Pandemic restrictions, inadequate instructional practice planning structures, a new and inexperienced teacher in Algebra, and a lack of consistency for co-teaching model for intensive ELA classes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the greatest improvement based on 2022 FSA Assessments were Algebra at 16 percent, and ELA grade nine for students in the lowest quartile at 9%. English Language Learners also showed a great improvement. They improved 37 percent in Biology, 26% in Geometry, and 19 percent in United States History. Finally, our ESE population made a 17 percent gain in Geometry.

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

Some of the contributing factors to the improvements that were made include strategic scheduling for Algebra students, an after school boot camp for both Algebra, Geometry, and ELA support, and an increased focus on identification of specific areas of low performance and planning strategies for gains.

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

Some of the strategies that we will implement to accelerate learning in ELA include: Scheduling teachers for common planning to facilitate weekly collaborative planning structures, cross curricular writing, quarterly data chats around FAST Progress Monitoring Assessments, continued professional development around the new Florida Best Standards, use of the Multi-tiered Support System to identify and support failing students, and use of the Florida Teacher Evaluation Model to monitor and support teachers' use of effective instructional practice strategies.

Some of the strategies that we will implement to accelerate learning in Algebra include: Scheduling teachers for common planning to facilitate weekly collaborative planning structures, Scheduling teachers for common planning to facilitate weekly collaborative planning structures, use of common standards based assessments, increased frequency of checks for understanding, scheduling for a dedicated coteaching model, and an increase in the use of ELL strategies within the classroom by primary teacher.

Some of the strategies that we will implement to increase Acceleration Performance include: Creation of Career and Technical Education weekly collaborative planning meetings, training of additional certification exam proctors, creation of a unified testing calendar, and strategic scheduling of students into acceleration opportunities.

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.

We will provide the following professional development opportunities to support teachers and leaders: Bi-weekly "Workshop Wednesday" teacher and leader targeted professional development sessions, weekly subject area PLC meetings, Monthly department PLC meetings, monthly staff meetings, monthly new teacher meetings, and monthly MTSS meetings.

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

We will use Microsoft Office Teams software program to document all systems and practices. This will prevent any staff changes from causing there to be a loss of information related to sustainability.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We identified ELA grade 10 proficiency as an area of critical need based on the 2022 FSA student achievement performance data. We experienced a drop from 69 percent proficient to 67 percent. This was cumulative drop of three percent when compared to the overall school district performance from 2021 to 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that we plan to achieve is a three percent increase in the proficiency rate of our grade 10 ELA students for the 2023 Florida Assessment of Student Thinking (F.A.S.T.) Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this outcome using the results of the F.A.S.T. Assessment data. We will also use data from the F.A.S.T. Progress Monitoring 1 and 2 assessments.
Person responsible for monitoring outcome:	Stanley Bryant (bryantst@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies being used used include using the dedicated district ELL support to assist with determining whether failing students are failing due to ability or language (BVAT), scheduling teachers and students strategically to ensure that common-planning takes place and to narrow the range of ability that teachers have to teach to, employ the use of a dedicated co-teaching model for all of our Intensive sections, and the use of small group pull-outs to reinforce standards and areas of weakness for lowest performing students.
Rationale for Evidence-based Strategy: Explain the rationale for	We selected these specific strategies because they are proven methods for making a positive impact on the performance of students. Eliminating language as the cause of poor performance for English Language Learners allows us to be able to take a more target approach at identifying and eliminating the roadblocks that stand in the way of achievement. The BVAT, WIDA, and CELLA assessments are resources for this task. Scheduling teachers and students strategically was selected because it enables

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	teachers more time to collaborate on lesson plans and reduces the level of differentiation needed to impact all students in a course section. Using the

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The first action step includes adding additional components to the MTSS process that documents ELL supports in English Language Arts (ELA).

Person Responsible   Nichole Spencer (spencn1@collierschools.com)

The second action step includes scheduling teachers and students strategically to ensure that common-planning takes place and to narrow the range of ability that teachers have to teach to.

Person Responsible   Stanley Bryant (bryantst@collierschools.com)

The third action step includes the use of small group pull-outs to reinforce standards and areas of weakness for lowest performing students.

Person Responsible   Sundai Grillo (grills@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus for math is to continue to increase the level of proficiency in Algebra 1. Although our school outperformed the district with the percentage of gains made by students earning a score that represents proficiency in Algebra, overall we remain below the district average for percentage of students that score at the proficient level or higher. The increase in percent of students meeting proficiency from school 2021 to school year 2022 was a 12 percent comparative gain yet 63% of students in the district scored proficient while at the school, 47% of the students scored proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students earning a proficient score of a level three or higher on the Algebra 1 End of Course (EOC) Exam will increase by three percentage points (47% to 50%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus for math is to continue to increase the level of proficiency in Algebra 1. Although our school outperformed the district with the percentage of gains made by students earning a score that represents proficiency in Algebra, overall, we remain below the district average for percentage of students that score at the proficient level or higher. The increase in percent of students meeting proficiency from school 2021 to school year 2022 was a 12 percent comparative gain yet 63% of students in the district scored proficient while at the school, 47% of the students scored proficient.
Person responsible for monitoring outcome:	Stanley Bryant (bryantst@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies being implemented include strategic scheduling that ensures common-planning to allow for teachers, the math coach, and administration to conduct data chats and plan strategically based on performance on common assessments aligned to the Florida Benchmarks for Excellent Student Thinking (BEST) standards. Co-teaching strategies and small intervention groups are implemented in the sections for students with Individual Education Plans (IEPs), and English Language (EL) accommodations. Student Success Plans (SSPs) are composed for students that require tier 2 interventions and data is monitored by the teacher as well as the Multi-Tiered Systems of Support (MTSS) team.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The strategies being implemented are research based and data driven. The strategies require multiple stakeholders to be invested in the process of providing specially designed instruction and tiered supports that are documented throughout the school year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The first action step is to build the master schedule in a manner that supports common planning.

Person Responsible | Stanley Bryant (bryantst@collierschools.com)

The second action step is to attend data chats with the math department and provide support with planning and monitoring.

Person Responsible | Caroline Hylemon (hylemc@collierschools.com)

The third action step is to provide co-teaching and small intervention group strategies for students with SSPs, EL, and IEPs.

Person Responsible | Caroline Hylemon (hylemc@collierschools.com)

#3. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our student acceleration achievement is rate is the area that we identified as needing improvement. We identified this area as a critical need based on it's impact on our overall school grade. We only performed at a 78% acceleration achievement rate. That rate is a decline of 5% from the the prior year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase our acceleration achievement rate by 5% by the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this data for our desired outcome using the end of school year acceleration achievement performance report.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be implementing evidence-based strategies including providing professional development for teachers who teach AP course(s), AICE course(s), or course(s) that offer an industry certification exam(s). We will be increasing opportunities for students to take two years of JROTC, the Entrepreneurship and Small Business (ESB) Certification exam, and the ASVAB exam.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting these specific strategies is that they are proven to yield a high rate of positive impact on student achievement for acceleration criteria. The JROTC and ASVAB pathways are two new opportunities that our population of students have historically performed at a high level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide the AP and AICE teachers the professional development schedule, offer all AP and AICE teachers the opportunity to attend trainings; and require all new AP and AICE teachers to attend at least one training.

Person Responsible	Kimberly Lonergan (lonergki@collierschools.com)

Ensure that all teachers who are able to administer the ESB certification exam are trained in the curriculum, ensure that we have an adequate number of trained exam proctors, and ensure that the test scheduling/proctoring process is done with fidelity. Schedule and administer the ASVAB exam with the Army Recruiter Office.

Person Responsible	Stanley Bryant (bryantst@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Gulf Coast High School participates in a school-wide Positive Behavior Intervention System (PBIS). Weekly reports are run to determine the quantity of positive referrals that students have earned by teachers and staff. Students are presented with the positive referral and earn snack incentives at lunch on selected days. Ceremonies and awards to recognize students for their achievements across academics, the arts, athletics, and Science, Technology, Engineering, Arts, and Math (STEAM) are provided on a quarterly basis.

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

The Principal and all Assistant Principals, teachers and staff, and parent and community members (SAC, ABC, ASBC, BBC, JROTC BC, NAFBC) promote PBIS through the announcements during the school day, and through various planned celebrations and awards ceremonies all thorough out the school year.