Golden Gate High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (54%) 2017-18: B (56%)
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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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 PK, 9-12	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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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
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
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.
Mulholland, Geronimo	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.
Lee, Scholastica	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.
Durik, Michal	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	Reading 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.
Donohue, Kathryn	Math Coach	Math 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.

Name	Position Title	Job Duties and Responsibilities
Krupp, John	Other	Testing Coordinator. Implement testing protocols in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. Assists in providing student, school, and district data to stakeholders in an effort to improve student performance.

Demographic Information

Principal start date

Thursday 7/1/2021, Joe Mikulski

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.*

0

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.*

5

Total number of teacher positions allocated to the school

96

Total number of students enrolled at the school

1,779

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

2

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

15

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	497	457	466	349	1769
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	64	75	90	58	287
One or more suspensions	0	0	0	0	0	0	0	0	0	121	108	90	56	375
Course failure in ELA	0	0	0	0	0	0	0	0	0	93	91	94	44	322
Course failure in Math	0	0	0	0	0	0	0	0	0	127	144	100	34	405
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	177	166	151	71	565
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	82	121	98	52	353
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	157	169	143	69	538

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	28	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	4	1	8

Date this data was collected or last updated

Thursday 9/8/2022

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	439	435	429	363	1666
Attendance below 90 percent	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	77	92	83	48	300
Course failure in ELA	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	109	122	126	57	414
Level 1 on 2019 statewide FSA ELA assessment	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	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	

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	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

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	439	435	429	363	1666
Attendance below 90 percent	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	77	92	83	48	300
Course failure in ELA	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	109	122	126	57	414
Level 1 on 2019 statewide FSA ELA assessment	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	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	

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	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

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	41%	54%	51%				44%	59%	56%
ELA Learning Gains	47%						46%	52%	51%
ELA Lowest 25th Percentile	32%						35%	41%	42%
Math Achievement	51%	35%	38%				48%	58%	51%
Math Learning Gains	55%						42%	44%	48%
Math Lowest 25th Percentile	51%						45%	46%	45%
Science Achievement	61%	51%	40%				54%	72%	68%
Social Studies Achievement	61%	47%	48%				65%	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	53%	68%	-15%	67%	-14%

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	64%	72%	-8%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	67%	-39%	61%	-33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	59%	-6%	57%	-4%

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	19	31	27	36	52	46	53	46		88	12
ELL	17	37	33	32	46	48	28	35		86	58
BLK	33	42	31	51	51	42	58	50		90	45
HSP	41	48	31	50	55	53	59	64		89	60
WHT	49	48		62	59		71	68		92	60
FRL	39	46	32	51	54	50	60	59		90	56
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

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	53	43		50	42						
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

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	54
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	45
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	42
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	47
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	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	64
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	53
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?

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 decrease by 1% each of the past three years. (33% SY19, 32% SY21, 31% SY22)
Conversely, over the past three years, there is a decrease of students attaining a level 5 (mastery) on the ELA FSA by 1% each of the last three years. (6% SY19, 5% SY21, 4% SY22)

In math, there has not been a significant trend over the last three years. Overall proficiency, overall gain scores, and lowest 25% gain scores in math for SY22 showed a drastic improvement over the same category scores in SY19 and SY21.

In science, our overall trend data is improving year to year (54% proficiency in SY19, 56% proficiency in SY21, and 61% proficiency in SY22)

In history, we improved dramatically in SY22 compared to SY21 (61% SY22 to 53% SY21), but still did not reach the proficiency level the school achieved in SY19 with 65%.

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

The data components that showed the most improvement in SY22 over SY21 were the following:
Math Meeting Standards: 51% SY22 compared to 39% SY21
Math Lowest 25% Gains: 51% SY22 compared to 36% SY21
History Meeting Standards: 61% SY22 compared to 53% SY21
Reading Making Gains: 47% SY22 compared to 39% SY21

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

There was a change in leadership at the school. School empathized strategic scheduling of teachers and students. Provided core subject areas professional planning days to focus on teaching benchmarks. Improved climate and culture of the school.

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

Individually scheduled each student based on achievement scores and grades over multiple years of data. Utilizing staffing to provide an additional ELA Resource teacher to provide Tier 2 and Tier 3 instruction for 9th and 10 graders. Created a new position in staffing to mentor students during the school day to provide extra motivation for completing credit recovery classes and improve GPA as well as supervise a tutoring program.

We will continue to provide all tested area teachers professional planning days during the school year to work together with their subject area peers to plan quality lessons based off of state adopted benchmarks.

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.

Teachers will analyze quarterly benchmark assessments given by the district as well as the state progress monitoring assessments.

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.	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 SY22, student achievement was 41% which matched the proficiency level for SY21. The achievement levels of our students continue to lag behind the state average. Our school has shown an increase in proficiency levels in all core subject levels through the District QBA's. However, our school is still below the state average in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2022 Spring ELA PM3 (Progress Monitoring 3) student proficiency will increase 3% from 41% (SY22) to 44% (SY23). Through collaborative efforts facilitated by academic coaches and resource teachers, literacy instructors will implement identified high level strategies to close the gap between Golden Gate High School and the Florida State. The intended outcome is to increase our overall proficiency level by 3% in Reading.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Three State Progress Monitoring Assessments and one District ELA Quarter Benchmark Assessment for improved quartile student improvements. Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly. 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 discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.
Person responsible for monitoring outcome:	Geronimo Mulholland (mulholge@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school will continue to implement grouping of ability levels with no more than two standard deviations in the intensive level English and Reading classes. Literacy specialist and resource teachers will produce customized teacher/class student profiles and assist in individualized instructional decoding, encoding, comprehension, phonics, and lessons.
Rationale for Evidence-based Strategy: Explain the rationale for	Narrowing the instructional focus in the classrooms will allow teachers to further differentiate instruction for their students. Evidence of this strategy will be monitored through state progress monitoring assessments and a district quarterly benchmark assessment. Administrators will conduct observations in ELA classrooms to assure

selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

proper standards-based instruction is occurring. Data chats will occur quarterly to ascertain instructional needs/assistance.

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.

Administration will review data and rationale for classroom switches with faculty for SY23.

Person Responsible	Joe Mikulski (mikulsjo@collierschools.com)

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

Person Responsible	Geronimo Mulholland (mulholge@collierschools.com)

Teachers will monitor student progress and collaboratively plan weekly within PLC's.

Person Responsible	Geronimo Mulholland (mulholge@collierschools.com)

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	Geronimo Mulholland (mulholge@collierschools.com)

ESE Case manager support through individual student meetings.

Person Responsible	Katrina Duggan (duggak1@collierschools.com)

All English 9th and 10th Grade teachers will be given instructional planning days at the beginning of each nine weeks to plan for the quarter.

Person Responsible	Geronimo Mulholland (mulholge@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 SY23 Algebra EOC proficiency will increase 3% points to 37% overall and the Geometry EOC proficiency will increase 3% points to 63% overall. 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 FY22 school year 51% of students met proficiency expectations. The achievement levels of our students continue to lag behind the state average. Our school has shown an increase in proficiency levels in all core subject levels through the District QBA's. However, our school is still below the state average in Math (Algebra and Geometry).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The SY23 overall Math (Algebra & Geometry EOC) average score will increase proficiency levels by at least 3% points. The achievement levels of our students continue to lag behind the state average. Our school has shown an increase in proficiency levels in all core subject levels through the District QBA's. However, our school is still below the state average in Math (Algebra and Geometry).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring progress in Math by Math Coach, PLC's, academic resource teacher, and Administration.
Person responsible for monitoring outcome:	Geronimo Mulholland (mulholge@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school will continue to give opportunities for students to show what they know in mathematics using real-life examples for students to understand the practical use of mathematics. Students will be encouraged to use their white boards in each mathematics classroom to give the teacher a stronger understanding of each student's ability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Narrowing the instructional focus in the classrooms will allow teachers to further differentiate instruction for their students. Evidence of this strategy will be monitored through state progress monitoring assessments and a district quarterly benchmark assessment. Administrators will conduct observations in math classrooms to assure proper standards-based instruction is occurring. Data chats will occur quarterly to ascertain instructional needs/assistance.

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.

Administration will review data and rationale for classroom switches with faculty for SY23.

Person Responsible   Joe Mikulski (mikulsjo@collierschools.com)

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

Person Responsible   Geronimo Mulholland (mulholge@collierschools.com)

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

Person Responsible   Kathryn Donohue (donohuka@collierschools.com)

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

Person Responsible   Kathryn Donohue (donohuka@collierschools.com)

ESE Case manager support through individual student meetings.

Person Responsible   Katrina Duggan (duggak1@collierschools.com)

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

Person Responsible   Geronimo Mulholland (mulholge@collierschools.com)

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 Math standards which will be monitored by content-area administrator.

Person Responsible   Joe Mikulski (mikulsjo@collierschools.com)

All Algebra and Geometry teachers will be given instructional planning days at the beginning of each nine weeks to plan for the quarter.

Person Responsible   Joe Mikulski (mikulsjo@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Eleventh grade US History EOC showed a substantial increase with an eight-point increase to 61%. The achievement levels of our students in U.S. History continue to lag behind the state average. Our school has shown an increase in proficiency levels in this area.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The intended outcome is to increase the number of students that score a Level 3 and above on the U.S. History End-of-Course exam from SY22 61% to SY23 64%. The goal is to demonstrate a 3% increase in students scoring at or above a level 3. With support from our Academic Resource teachers and ELL tutors, our U.S. History instructors will implement identified literacy skills and content specific vocabulary strategies to close the gap between Golden Gate High School and the Florida State. The intended outcome is to increase our overall proficiency level by 3% in Reading. Administrators and Reading Coach will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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. Three District ELA Quarter Benchmarks Assessments for improved quartile student improvements.
Person responsible for monitoring outcome:	Scholastica Lee (lees4@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies in all Social Science classes will be implemented in grades 10 & 11 in an effort to assist all students to pass the US History EOC successfully. 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. Academic Resource teachers will provide content-text literacy strategies for students and provide professional development opportunities to tutors and all U.S. History teachers on how to imbed specific research-based literacy strategies into their daily instruction. Instructors will develop high level essential questions aligned to the schoolwide goal that are aligned to the level of rigor which mirrors the U.S. History standards through additional enrichment and remediation opportunities.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Golden Gate High School has the largest high school ELL population in the district. More than 80% of our students are identified as students with different languages spoken at home other than English.

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.

Administration will review data and rationale for classroom switches with faculty for SY23.

Person Responsible   Joe Mikulski (mikulsjo@collierschools.com)

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

Person Responsible   Geronimo Mulholland (mulholge@collierschools.com)

Teachers will monitor student progress and collaboratively plan weekly within PLC's.

Person Responsible   Scholastica Lee (lees4@collierschools.com)

ESE Case manager support through individual student meetings.

Person Responsible   Katrina Duggan (duggak1@collierschools.com)

All U.S. History teachers will be given instructional planning days at the beginning of each nine weeks to plan for the quarter.

Person Responsible   Geronimo Mulholland (mulholge@collierschools.com)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Biology showed a marked improvement from SY21 (56%) to SY22 (61%). The achievement levels of our students in Biology continue to lag behind the state average. Our school has shown an increase in proficiency levels in this area.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With support from our Academic Resource teachers and ELL tutors, our Biology instructors will implement identified literacy skills and content specific vocabulary strategies to close the gap between Golden Gate High School and the Florida State. The intended outcome is to increase our overall proficiency level by 3% in Reading.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor Formative, Summative, District, and State Assessments monthly in the PLC's. Administrators will continuously analyze student trend data from various assessments. 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. Three District Science Quarter Benchmarks Assessments for improved quartile student improvements.
Person responsible for monitoring outcome:	Michal Durik (durikm@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Academic Resource teachers will provide content-text literacy strategies for students and provide professional development opportunities to tutors and all Biology teachers on how to imbed specific research-based literacy strategies into their daily instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Golden Gate High School has the largest high school ELL population in the district. More than 80% of our students are identified as students with different languages spoken at home other than English. A biology team that operates via PLCs will collaborate building lessons that align with the 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

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.

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

Person Responsible	Geronimo Mulholland (mulholge@collierschools.com)

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

Person Responsible   Michal Durik (durikm@collierschools.com)

ESE Case manager support through individual student meetings.

Person Responsible   Katrina Duggan (duggak1@collierschools.com)

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 standards.

Person Responsible   Michal Durik (durikm@collierschools.com)

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

Person Responsible   Michal Durik (durikm@collierschools.com)

Facilitate authentic hands-on Science investigations in classes.

Person Responsible   Michal Durik (durikm@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

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 school culture and environment.

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.