

# Golden Gate High School

8-Step problem solving step zero school strategic goals  
students college and career needs assessment resources  
instruction supportive environment effective leadership strategies  
ambitious needs increased achievement  
improvement building relationships family and community  
planning involvement public and mission vision  
teaching



2014-15 School Improvement Plan

## Golden Gate High School

2925 TITAN WAY, Naples, FL 34116

[ no web address on file ]

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	76%
Alternative/ESE Center	Charter School	Minority
No	No	83%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	C	C

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To foster the highest level of a safe learning environment through a team of students, parents, community members, and faculty.

##### Provide the school's vision statement

A school where all students are involved in the highest level of learning.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Golden Gate High School has a very diverse student body and staff. Multiculturalism is all around us each and every day. We learn about each other in a number of formal and informal ways, including, but not limited to the following:

- Professional Development focused on building greater awareness, understanding, and tolerance of the differences within our school community.
- An established culture of RESPECT & SELF-LEADERSHIP based on the principles of Stephen Covey's 7 Habits of Highly Effective People & Teens.
- An annual Multi-Cultural Connections Talent Show, which highlights the school's diversity through music-dance-art-theater-and prose.
- Quarterly Goal Setting activities by which teachers facilitate students' personal and academic goal setting. This process allows teachers to learn more about each student.
- Quarterly Data Chats with every student in order to review student performance data, attendance, behavior, and progress towards achieving their goals.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Golden Gate High School is committed to providing the highest level of a safe learning environment for students and teachers to engage in exemplary teaching and learning. This is accomplished by a team of students, parents, community members, and faculty. We believe our students achieve their best when they feel safe and can focus on the learning at hand.

Professional Development

Safety Videos

Code yellow

Code Red Drills

Tornado Drills

Monthly Fire Drills

On-site YRB Deputies,

ID Badges -All students are required to wear these at all times during the school day

After school learning opportunities:

Extended school library hours, co- enrollment, Champions for Learning - Ongoing college readiness programs (community and school), After school tutoring and athletic as well as various clubs. This provides not only academic support and athletic training but students who remain at school until parents come to pick them up are less likely to get in trouble. Our parents appreciate the fact that their students are being monitored and getting the academic assistance they need.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Seven Habits of Highly Effective Teens (Established, practiced during the first week of school and ongoing through the school year)

Positive messages on school's marquee

PBS (Positive Behavior Support- students and teachers driven)

\*Students can earn Drachms and purchase cookies on Tuesday and Thursday

\*Buy tickets for school-wide drawings for items such as: X-Box 360, The Music Pill, movie and restaurant gift cards and Titan Gear.

Positive Referrals

Posted Class Expectations in every classroom

Posted Learning Goals and Outcomes

AVID

A Titan Way Culture: Respect all members of the learning community.

Recognize and reward all levels of achievement.

Partnering with Champions of Learning to promote community partnerships as well as supporting academics.

Promote the passion of learning.

Appreciate diversity

PBS Committee of 20 students, an administrator, school psychologist, and three teachers meet weekly to problem solve based on whole school, class, and PBS/B-RTI.

PBS discipline procedure is based on promoting student self-monitoring and progression of discipline. Students are provided with three opportunities to receive classroom consequences (minor/infringements) before administrator intervention (major). Parents are contacted and behavior/attendance/grade agreements are drafted at the beginning stage of the progression.

ESE students do not receive more than 10 total days of Out-of-School Suspensions and their case managers are instrumental in creating behavior plans with the administration and the MTSS team.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

- By interacting with students during passing in the courtyard, lunch, class these students are identified and sent either to their School Counselor or School Psychologist. Some of the issues and concerns are addressed during our CAST meetings with both parent, student, administrator, attendance secretary and student relations specialist to address poor attendance and any other concerns that might be identified during these meetings.

Students who have been identified are placed on Attendance Agreements and required to submit progress reports weekly to designated administrator. This report addresses attendance, conduct/respect, effort, grade and any comments the teachers may have. Students turn this document in on Fridays, reviewed by administrator copied and mailed home.

- The guidance department meets with students individually for personal/social issues at the request of students, parents, and teachers. If students are involved in a situation which requires more frequent contact, the counselors schedule to meet those students on a regular basis. If a student is in a crisis situation, the family is either referred to the appropriate agency or is given information about accessing outside services. When necessary and appropriate, the guidance staff collaborates with the InSS and school psychologist.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Golden Gate High School (GGHS) is a Positive Behavior Support (PBS) school where all students are expected to succeed. It is referenced in The School District of Collier County 2014-2015 Parent and Student Code of Conduct , that in order for students to be successful in school they must be in attendance in school no less than 90% of the time. In order to address this Early Warning Sign, the students are allowed 9 days to be absent per semester. The district requires schools to call home at the fifth day of absence and letters of notification at the seventh day and at the 10th day students risk credit denial. Additionally, the Assistant Principal of Attendance and Discipline (APD) meets with these students and places them on an agreement and weekly progress report to turn into the APD office, reviewed and the secretary mails this information home. Students under the age of 16 who struggle with attending school consistently an iCAST meeting is scheduled with student, parent, administrator, attendance secretary and student relations specialist. If there is no improvement these students and parents are subject to being subpoenaed to Truancy Court. Those with 10+ days absent are notified of their status and they are to schedule a Credit Denial meeting with an administrator, teacher and guidance counselor to explain the reason why they have accumulated this many absences. Based on the information shared during this meeting students will either be placed on an Attendance Agreement and their credits will be held until the end of the following semester. If students improve their attendance and have 9 or fewer absences student's on an agreement will have credits reinstated, if there is no improvement credits will be denied. The student will have the opportunity through the ILead and Co-Enrollment programs to earn the credit/s lost. Students who have been assigned one or more suspensions, the APD secretary attempts to schedule a parent conference. The students are assigned mentors and are required to meet with their mentors and placed on behavior agreements. Academically students have the opportunity to receive tutoring during lunch and the after school tutorial programs .

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	27	0	36	27	90
One or more suspensions	0	0	0	0	0
Course failure in ELA or Math	0	62	57	32	151
Level 1 on statewide assessment	98	90	69	35	292

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	156	113	88	19	376

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

GGHS School Base Leadership Team meets weekly to analyze student academic/discipline performance utilizing information from Data Warehouse, Student Pass, and Grade Report. Academic coaches, guidance counselors, school, psychologist and the Intervention School Specialist identify and review

students not meeting grade level expectations both . The team makes recommendations which includes: student conferences, parent conferences, behavior/attendance agreements, recommendation for after-school tutoring, participation in Credit Recovery or Co-Enrollment after school, Teacher/Staff Mentor assignment,The team monitors progress through the PMP process.

After school tutoring

ILead

Co-Enrollment

Mentors

Champions for Learning

AVID

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/206190>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The various NAF Academy programs have established advisory boards, which include industry/business partners whose roles includes academic, curricular, financial, and internship resources and guidance. Additionally, partnerships are established for school-wide needs through the Academic Booster Club, Athletic Boosters, Band & JROTC Boosters, and numerous revenue generating business advertisers and contributors. A strong academic, mentoring, and scholarship partnership has been established with the local Education Foundation. They support teachers, students, and administrators with a variety of classroom grants, student mentoring and scholarships, and college access workshops.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Culpepper, Kim	Teacher, K-12
Dennison, Saramay	Other
Duggan, Katrina	Teacher, ESE
Hernandez, Jose	Principal
Walcott, Tobin	Assistant Principal
Ferrell, Eugenia	Assistant Principal
Lee, Scholastica	Assistant Principal
Ragusa, Kim	Instructional Coach
Wind, Robert	Instructional Coach
Scott, Thommie Sue	Instructional Coach
Shaw, Katie	Instructional Coach
Pollina, Constance	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal – Provides leadership and verbalizes support of the MTSS process; ensures that professional development and resources are available to staff to support MTSS implementation; allows for scheduling that supports team meetings, as well as, implementation of interventions; regularly attends meetings to support the process as well as identifies needs of the team; communicates with parents and community regarding the MTSS process.

Asst. Principal – Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support the process and provides assistance/ resources to teams as needed; collaborates with the team to oversee the problem-solving process and ensure the integrity and consistency of implementation of the process; attends district MTSS meetings as needed.

Academic Coaches– Regularly attends MTSS meetings; , and assists with development/ implementation of Tier 1, 2 and 3 interventions as needed; assists with the collection and analysis of data; provides professional development and instructional support.

Intervention Support Specialist – Identifies systematic patterns of student need while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Resources are allocated based on state class size mandates, and district staffing formulas designated for support. Federal support comes through the allocation of fiscal resources from IDEA. State support as well as, training provided by FLDOE and USF to support the district and school MTSS implementation plans. Local and IDEA support is providing a district MTSS/PBS coordinator who will meet with building level MTSS teams and coordinators to ensure strong implementation of MTSS through the use of the Data Warehouse

Golden Gate High School strives to deliver a data driven Multi-Tiered instructional approach in the delivery of a high quality core curriculum aligned with the LAFS, MAFS, and Florida Next Generation Sunshine State Standards. The leadership team ensures and supports data teams with database problem solving, common planning and accountability to insure student growth. The Data Team uses the same Standards, Lesson Plans, Common Assessments and each team charts the data to make informed decisions regarding instruction, assessment, and interventions. Data Teams meet once per week and work collaboratively to make decisions based on best practices. GGHS aligns evidence-based practices to inform instruction and interventions through some of the following: 1. Targeting data of grade level expectations, 2. Focus on increasing individual student growth, 3. Closing gaps in Reading, Algebra, Geometry, Biology and America History through probes and benchmarks. 4. Linking formative assessments to improve summative outcomes.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services. Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

#### Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as , Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need. Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school

#### Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff

development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/ 1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jose L. Hernandez	Principal
Cristina Ferrer	Teacher
Saramay Dennison	Teacher
Allie Ross	Teacher
Jeanette Mouton	Teacher
Janett Hampton	Education Support Employee
John Hampton	Parent
Barbara Anderson	Business/Community
Herminio Pagan	Business/Community
Sharon Franklin	Business/Community
Mary Kay Henn	Teacher
Silvia Jimenez	Teacher
Isabel Tabares	Education Support Employee
Ashley Godwin	Education Support Employee
Marilyn McElroy	Parent
Larry Ferguson	Parent
Celestino Morales	Parent
Meghan Bailey	Parent
Alexandra Argueta	Student
Tiah Thompson	Student
Arturo Correa	Business/Community

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

##### *Evaluation of last year's school improvement plan*

The Principal introduced the school improvement plan during the first SAC meeting in August. The SIP approval process was discussed and an overview of how the staff collaboratively creates the plan was presented. The Principal noted that the school improvement plan would be available for SAC review in September and final approval at the October meeting.

Student performance data was analyzed to determine the effectiveness of last year's SIP. This data was shared with the Leadership Team and classroom teachers, and Data Dialogues were conducted to make the necessary adjustments.

##### *Development of this school improvement plan*

The Principal presents an overview of the SIP document to the SAC members during the August and September meetings. The SAC membership provides input, suggestions, and recommendations, which may be incorporated into the final draft of the SIP. The SAC reviews and provides input on the school's Title I Use of Funds, Parent Involvement Policy and Parent/School Compact to support the School Improvement Plan and Initiatives. Additionally, members vote to approve the final version of the SIP, which will be submitted to the School Board.

*Preparation of the school's annual budget and plan*

Each year, the SAC members are informed of the available School Improvement funds and the allowable uses. The SAC members are presented with a budget plan for review and approval each year. Monthly updates are provided and adjustments made as necessary.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

As of September 16, 2013, the Golden Gate High School SAC has not been allocated any School Improvement funds. There were no funds allocated for the 2013-2014 school-year until late in the year, therefore no funds were spent.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wind, Robert	Instructional Coach
Walcott, Tobin	Assistant Principal
Hernandez, Jose	Principal
Ragusa, Kim	Instructional Coach
Scott, Thommie Sue	Instructional Coach
Shaw, Katie	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT will focus support on the district's three initiatives:

Rigor (specifically through higher-order text-dependent questions)

Differentiation (observed and documented in lesson plans)

CALL - Content Area Literacy & Learning (lessons in all classrooms include acquisition of content through reading, writing, speaking, listening, and critical thinking activities). Academic coaches build capacity through the coaching cycle.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are scheduled in such a way that allows common planning across the core content areas. PLC's are regularly scheduled for the purposes of collaborative planning, peer mentoring & support, departmental meetings, and to build positive working relationships between teachers. Additionally, Instructional Coaches support teachers through the formal coaching cycle.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Strategies will include but not be limited to the following:

Grade level and subject specific Professional Learning Communities, Data Teams, continuous dialogue with regard to best instructional practices to maximize student achievement, continuous data analysis and discussion with regard to continuous improvement, Collier Teacher Evaluation Model to further improve and highlight effective teaching and learning practices, promotion of the coteaching model, team building/teaching with your strengths through the strengthfinder model, various instructional trainings and celebrations of success, Titan 101 monthly inservice training, Peer Mentoring program, and district level staff development and HR procedures

2. Utilization of the TOPS (Teacher Orientation Program) at the school and District level to support and strengthen new teachers.

3. Site-based and district professional development targeted to teacher needs.

4. Titan 101: a bi-monthly staff development activity targeting new teachers to Collier County and Golden Gate High School. The focus is to provide additional support in implementing daily routines and school-wide initiatives.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Monthly group mentoring activities designed by the school and district; weekly mentor support, observations, and PLC's; follow district mentoring protocols. Pairings are based on similar content areas, highly effective veteran teachers who have completed the Clinical Education training. New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics; Angel Program (TOP Resources will be in Angel), Data Warehouse Program/AYP, Strategies for implementing the Co- Teaching Instructional Model, Behavior Plans/504's/IEP's/EP's/PMP's and PBS/RTI

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The school's instructional personnel utilizes the district provided materials and curriculum maps which are aligned to Florida's standards. The administrative team at Golden Gate High School also utilizes CTEM (Collier Teacher Evaluation Model) to ensure that instruction is aligned with Florida's standards. The evaluation model provides the administrative team the opportunity to ensure that Florida standards are being taught and followed through the tools of classroom observations and lesson plan review.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Golden Gate High School utilizes data to determine areas of need in the various sub-groups, content areas, and grade levels. Through data analysis, the leadership team collaborates as to the instructional strategies that should be implemented to increase student achievement. Furthermore, content area data teams meet regularly to disseminate student data to determine how to best differentiate instruction to best meet the needs of our students. Instruction is differentiated through a variety of programs offered at Golden Gate High School with the focus and intent being to provide extra resources for students e.g. After school tutoring, Advanced Study groups in Social Studies, and Saturday for Success, and the use of Instructional Technology through our district-wide BYOD initiative.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: Extended School Day**

**Minutes added to school year: 2,760**

The After school tutoring program assists students in the content areas of Mathematics, Science, Social Studies, and English Language Arts. The program operates Monday through Thursday from 2:30 pm until 3:30 pm. The Titans for Success program will replace the previous Saturday for Success program, however will focus targeted test preparation i.e. FCAT Reading re-take, ACT Prep, FSA Reading/Writing, Algebra 1 EOC, and FSA Algebra 1 EOC. Titans for Success will be held twice a week for six weeks in the Fall and eight weeks in the Spring. Both the After school tutoring program and Titans for Success are funded with Title I dollars.

\*Advanced Study groups (AP, AICE) are comprised of several teachers who mentor AP and AICE students once a week for several weeks in order to prepare for the AP and AICE exams.

**Strategy Rationale**

By providing multiple extended and focused learning opportunities for the students of Golden Gate High School; student achievement will increase.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Walcott, Tobin, [walcotto@collierschools.com](mailto:walcotto@collierschools.com)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

- \*Surveyed students and teachers to determine barriers to successfully pass end of year exams.
- \*Analyze Saturday practice tests
- \*Analyze End of year Advanced Placement and AICE test scores

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Golden Gate High School utilizes the following strategies for incoming cohorts: Visits to 8th graders in the Spring who will be attending GGHS to review the selection of courses and the scheduling process, Advanced Studies night used to inform incoming Freshmen to the AP/AICE courses offered at GGHS, 8th grade parent night is held to inform students and parents about the variety of activities and classes offered, as well as information regarding graduation requirements. At the beginning of school, GGHS holds 9th grade orientation prior to the first day of school, Open House occurs during the first month of school, and grade level assemblies are held the first week of school to address various expectations ranging from attendance/discipline to graduation requirements/athletic eligibility. Golden Gate High School also incorporates career experience programs for our students with disabilities, such as: work experiences on and off campus, as well as transition activities and information.

Golden Gate High School utilizes the following strategies for outgoing cohorts: School Counselors meet with every Senior in the fall to ensure graduation requirements are going to be met and discuss the 4 year plan as well. Furthermore, Champions for Learning visit with Seniors twice a year to provide a "Senior Check" opportunity to again ensure graduation requirements are being met and provide guidance regarding the financial aid application process, resume' writing, and college application assistance.

**College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Numerous annual activities are scheduled to provide information regarding course offerings, career planning, and elective choices. These include:

- Curriculum Night
- Advanced Studies information meetings
- 8th Grade Parent Information Night
- School Counselors conduct classroom presentations
- Administrators and Guidance Counselors visit local middle schools to provide information and guidance
- Individual academic and career counseling is provided by the guidance team

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Golden Gate High School offers a number of Career related academies and programs which seek to incorporate applied and integrated learning experiences. These include:

- AVID
- JROTC
- TV Productions
- Journalism
- Theater
- Dance
- Fine & Performing Arts
- Health Science Academy
- Culinary Arts Academy
- Information Technology
- Early Childhood Education
- AICE
- Advanced Placement

- Dual Enrollment
- Early Admission

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Students are provided a broad range of opportunities to integrate career and technical education with academic courses, these include:

- Several NAF Academies:
- Academy of Engineering
- Academy of Information Technology
- Academy of Hospitality and Tourism
- Several CTE CAPE Academies and Programs:
  - Health Science Academy
  - Early Childhood Education Program
  - TV Production
  - Journalism
  - Digital & Creative Photography

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Students are provided a broad range of opportunities and support for improving readiness for the public post-secondary level, these include:

- Remedial courses
- Extended Learning Opportunities: Tutoring, Saturday for Success Program, etc.
- AVID
- Career Academies
- Career Day
- College Goal Sunday
- College Night Prep
- College Night
- Ongoing academic, career, and post-secondary counseling

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement. 1a

 G036820

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	85.0

**Resources Available to Support the Goal** 2

- Lesson plan templates for all content areas, Title I Academic Coaches, Resource Teachers, and ELL Tutors, along with District Coordinators, Benchmark Data, Common Planning in each core academic area, Agile Mind Curriculum, ALEKS Computer Program, BYOD Applications, Pasco Probeware, Discovery Ed Techbook, iPad utilization, Interactive Science notebooks, Achieve 3000 (Intensive Reading), Teengagement (Intensive Language Arts), ACT Online Prep™ (11th & 12th grade students) and Vocabulary.com (all courses).

**Targeted Barriers to Achieving the Goal** 3

- Differentiation - Teachers require more hands-on training on differentiating content, process and product as well as using collaborative group activities.
- Rigor - Teachers do not regularly ask questions that require deeper understanding of the content. When higher order, deep knowledge questions are utilized by teachers, students have not been held accountable for answering at equally deep levels while demonstrating knowledge.
- CALL - Not all teachers have been trained to be reading and writing instructors and require ongoing training in aligning text to unified school-wide literacy strategies.

**Plan to Monitor Progress Toward G1.** 8

Teacher observations and lesson plans will utilize rigorous data-driven instructional strategies that include differentiation, rigor and literacy. Teachers will participate in district and school professional development sessions. Teachers will also collaborate at data team meetings to review lessons and discuss best instructional practices that increase student achievement. According to the FL State Plan for Gifted Learners, "The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals."?

**Person Responsible**

Jose Hernandez

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Evidence from formal and informal teacher observations, lesson plans, data team meetings and participation in district and school-wide trainings will indicate progress toward desired goal. The lead teacher for the PLC will log minutes, information, and data in Data Warehouse on a monthly basis. Data from common teacher created standards based assessments, by subject will be also be used to determine if teachers are implementing rigorous instruction in the classroom. Data from AP1 and AP2 FAIR-FS will be analyzed to drive instructional practices in Intensive Language Arts courses.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

1 = Problem Solving Step     S123456 = Quick Key

**G1.** If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement. 1

 G036820

**G1.B1** Differentiation - Teachers require more hands-on training on differentiating content, process and product as well as using collaborative group activities. 2

 B088241

**G1.B1.S1** Teachers will incorporate a minimum of two structured group activities in all conceptual units of study in order to help students:

- Interact with new knowledge
- Regularly assessing student readiness
- Practice and deepen understanding
- Promoting student engagement and motivation by having students collaboratively work through cognitively complex tasks
- Collaboratively develop a hypothesis statement and test the hypothesis

Teaching to the student's zone of proximal development Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs will drive differentiation along with Data) Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions and enrichment. 4

 S098945

### Strategy Rationale

In terms of differentiation of content, process, and product; research indicates several strategies that provide the foundation of differentiation. Educational Leadership Volume 67 | Number 5 "Meeting Students Where They Are" pages 79-81 (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

**Action Step 1 5**

Provide professional development for differentiation and collaborative group structures during pre-service week and throughout school year. Throughout the year professional development options tailored to the unique needs of each content area in the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, Socratic seminar, and Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement. A schedule of required data team meetings will also be provided to teachers as well as continued training opportunities throughout the school year. Teachers will deliver content to their students utilizing the following Marzano elements: Interacting with new knowledge, Regularly assessing student readiness, Practice and deepen understanding, Promoting student engagement and motivation by having students collaboratively work through cognitively complex tasks, Collaboratively develop a hypothesis statement and test the hypothesis, and Teaching to the student's zone of proximal development

Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs will drive differentiation along with Data)

Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions and enrichment.

**Person Responsible**

Tobin Walcott

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Evidence of professional development activities will be documented in HERO as well as with appropriate district personnel. Observations and walkthroughs will be conducted throughout the school year and documented in iObservation. Lesson plans and data team meetings will also be monitored and posted in Data Warehouse to ensure evidence of collaborative group structures and differentiation. A schedule of required meetings and professional development will also be provided to teachers.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans will be attached to PLC's documented in Data Warehouse. Teacher performance will also be monitored through classroom walk-throughs and formal observations that will be documented in iObservation. Participation in data team meetings will also be monitored by academic coaches and administration as well as documented in Data Warehouse. Academic coaches will use the coaching cycle with teachers who need further monitoring. The Lesson Plan Checklist for Challenge and Rigor will be used to assist administrators in teacher observations.

### **Person Responsible**

Jose Hernandez

### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Evidence of differentiation will be collected through informal and formal observations as well as lesson plans posted in Data Warehouse and data team meetings monitored by academic coaches and administration.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The effectiveness of the implementation of differentiation will be monitored through classroom observations. Lesson plans and data team meetings will be monitored and recorded in Data Warehouse by teachers during their collaborative team planning. Teachers will also be asked to participate in a Data Dialogue with administration and teacher leaders to interpret data obtained from common assessments, FAIR-FS AP1, Achieve 3000 quarter 1 usage report, and pre-test that measure student achievement.

### **Person Responsible**

Jose Hernandez

### **Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Evidence will be compiled through classroom walk-throughs, iObservation, data team minutes, lesson plans, and common assessment results.

**G1.B2** Rigor - Teachers do not regularly ask questions that require deeper understanding of the content. When higher order, deep knowledge questions are utilized by teachers, students have not been held accountable for answering at equally deep levels while demonstrating knowledge. 2

 B098602

**G1.B2.S1** Teachers will engage in work characterized by cognitively complex tasks that require them to:

- Process new information (summarizing, jigsaw, reciprocal teaching, thinking notes)
- Examine similarities and differences
- Examine errors in reasoning (explanatory and argumentative writing on both sides of an issue, defend a position, identify errors in logic or misinformation)
- Revise previous knowledge or understanding based on new information
- Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (graphic organizers, picture, pictographs, flowcharts, mnemonics), thinking notes (close reading, annotations to increase comprehension across content areas).

Teachers will be encouraged to attend professional development currently being offered by the Advanced Studies department to include but not limited to: the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, Socratic seminar, Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement. 4

 S109984

### Strategy Rationale

Rigor and relevance will focus and prepare students for college, work and life in the 21st century. Equipping college and career ready students requires all shareholders to work collaboratively toward common goals through analyzing data, implementing best practices, and making academic language explicitly relative schoolwide.

### Action Step 1 5

Provide professional development through school and district on problem-solving activities that increase rigor and enhance student engagement.

#### Person Responsible

Jose Hernandez

#### Schedule

On 6/5/2015

#### Evidence of Completion

Evidence of professional development activities will be documented in HERO as well as with appropriate district personnel. Observations and walk-throughs will be conducted throughout the school year and documented in iObservation. Lesson plans and data team meetings will also be monitored and posted in Data Warehouse to insure evidence of increased rigor and student engagement.

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lesson plans and data chats will be documented in Data Warehouse. Teacher performance will also be monitored through classroom walk-throughs and formal observations that will be documented in iObservation. Participation in data team meetings will also be monitored by academic coaches and administration and well as documented in Data Warehouse for evidence of increased rigor and student engagement activities.

### **Person Responsible**

Tobin Walcott

### **Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Evidence of increased rigor and student engagement will be compiled through observations documented in iObservation. Furthermore, student artifacts submitted as exemplar work to iPortfolio by the student will provide evidence points to monitor alignment of State standards and level of rigor.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The effectiveness of implementation for rigor will be monitored through classroom observations. Lesson plans, data team meetings will also be monitored by academic coaches and administration for use of student engagement activities that require cognitively complex tasks. Teachers will also be asked to participate in a Data Dialogue with administration and teacher leaders to interpret the data obtained from common assessments, FAIR-FS AP 1, Achieve 3000, and ALEK to measure student achievement.

### **Person Responsible**

Jose Hernandez

### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Evidence will be compiled through teacher observation recorded in iObservation as well as data team minutes and quarterly benchmark assessment results demonstrating student achievement at a deeper level of understanding.

**G1.B3 CALL** - Not all teachers have been trained to be reading and writing instructors and require ongoing training in aligning text to unified school-wide literacy strategies. 2

 B098603

**G1.B3.S1** Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g. Academic Vocabulary, Cornell Notes, Dialectic Journaling, Annotating the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching. Teachers will identify strategies to link background knowledge with new knowledge, e.g., Close-Reading (first read is the background knowledge), Reciprocal Teaching, Multimedia Thematic Connection. . Teachers will use a variety of strategies for processing and elaborating on new information e.g., Cornell Notes, Dialectical Notes, Annotating the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching. Teachers will use a variety of strategies to have students record or represent their learning, e.g., Dialectical Journals, Cornell Notes, Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks(with focused feedback) 4

 S110001

### Strategy Rationale

The literacy experts in the content areas outside of English Language Arts are the instructors. Through identifying the academic vocabulary and content specific vocabulary prior to, during, and post instruction, students will enhance their comprehension and demonstrate success.

### Action Step 1 5

Provide professional development for teachers during pre-service week on literacy strategies and throughout school year on early release days. Implement literacy strategies across all content areas. It is recommended that teachers take the CAR-PD training in the fall or the spring where many of these literacy strategies are modeled for all content areas. Additionally, break-out sessions on this topic will be covered on early release days during the school year.

#### Person Responsible

Jose Hernandez

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Evidence of literacy strategies will be collected through informal and formal observations as well as lesson plans posted to PLC's in Data Warehouse to ensure implementation of literacy strategies across all content areas. Additionally, iObservation reports on elements #12 (recording/representing knowledge) and #20 (revising knowledge) will be utilized as possible evidence points to ensure implementation of literacy strategies across all content areas.

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher performance will be monitored through classroom walk-throughs and formal observations that will be documented in iObservations. Lesson plans are required to be posted in Data Warehouse to document evidence of literacy strategies across all content areas.

### Person Responsible

Jose Hernandez

### Schedule

Monthly, from 8/18/2014 to 6/3/2015

### Evidence of Completion

Evidence of literacy strategies will be collected through informal and formal teacher observations as well as documented on lesson plans regularly posted to PLC's in Data Warehouse.

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness of implementation of literacy strategies will be monitored through classroom observations. Literacy strategies will be shared with staff by reading coach.

### Person Responsible

Jose Hernandez

### Schedule

Monthly, from 8/18/2014 to 6/3/2015

### Evidence of Completion

Evidence of implementation of district provided literacy materials, literacy strategies, and best practices will be compiled through regular and focused observations and teacher lesson plans.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development for differentiation and collaborative group structures during pre-service week and throughout school year. Throughout the year professional development options tailored to the unique needs of each content area in the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge,	Walcott, Tobin	8/18/2014	Evidence of professional development activities will be documented in HERO as well as with appropriate district personnel. Observations and walkthroughs will be conducted throughout the school year and documented in iObservation. Lesson plans and data team meetings will also be monitored and posted in Data	6/3/2015 monthly

**Collier - 0501 - Golden Gate High School - 2014-15 SIP**  
**Golden Gate High School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	developing higher order questioning, Socratic seminar, and Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement. A schedule of required data team meetings will also be provided to teachers as well as continued training opportunities throughout the school year. Teachers will deliver content to their students utilizing the following Marzano elements: Interacting with new knowledge, Regularly assessing student readiness, Practice and deepen understanding, Promoting student engagement and motivation by having students collaboratively work through cognitively complex tasks, Collaboratively develop a hypothesis statement and test the hypothesis, and Teaching to the student's zone of proximal development Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (*ESE, ELL, 504, Gifted, and other demonstrated needs will drive differentiation along with Data) Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions and enrichment.			Warehouse to ensure evidence of collaborative group structures and differentiation. A schedule of required meetings and professional development will also be provided to teachers.	
G1.B2.S1.A1	Provide professional development through school and district on problem-solving activities that increase rigor and enhance student engagement.	Hernandez, Jose	9/1/2014	Evidence of professional development activities will be documented in HERO as well as with appropriate district personnel. Observations and walk-throughs will be conducted throughout the school year and documented in iObservation. Lesson plans and data team meetings will also be monitored and posted in Data Warehouse to insure evidence of increased rigor and student engagement.	6/5/2015 one-time
G1.B3.S1.A1	Provide professional development for teachers during pre-service week on literacy strategies and throughout school year on early release days. Implement literacy strategies across all content areas. It is recommended that teachers take the CAR-PD training in the fall or the spring where many of these literacy strategies are modeled for all content areas. Additionally, break-out sessions on this topic will be covered on early release days during the school year.	Hernandez, Jose	8/18/2014	Evidence of literacy strategies will be collected through informal and formal observations as well as lesson plans posted to PLC's in Data Warehouse to ensure implementation of literacy strategies across all content areas. Additionally, iObservation reports on elements #12 (recording/representing knowledge) and #20 (revising knowledge) will be utilized as possible evidence points to ensure implementation of literacy strategies across all content areas.	6/3/2015 monthly
G1.MA1	Teacher observations and lesson plans will utilize rigorous data-driven instructional strategies that include differentiation, rigor and literacy. Teachers will participate in district and school professional development sessions. Teachers will also collaborate at data team meetings to review lessons	Hernandez, Jose	8/18/2014	Evidence from formal and informal teacher observations, lesson plans, data team meetings and participation in district and school-wide trainings will indicate progress toward desired goal. The lead teacher for the PLC will log minutes, information, and data in Data Warehouse on a monthly basis. Data	6/3/2015 biweekly

**Collier - 0501 - Golden Gate High School - 2014-15 SIP**  
**Golden Gate High School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	and discuss best instructional practices that increase student achievement. According to the FL State Plan for Gifted Learners, "The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals."?			from common teacher created standards based assessments, by subject will be also be used to determine if teachers are implementing rigorous instruction in the classroom. Data from AP1 and AP2 FAIR-FS will be analyzed to drive instructional practices in Intensive Language Arts courses.	
G1.B1.S1.MA1	The effectiveness of the implementation of differentiation will be monitored through classroom observations. Lesson plans and data team meetings will be monitored and recorded in Data Warehouse by teachers during their collaborative team planning. Teachers will also be asked to participate in a Data Dialogue with administration and teacher leaders to interpret data obtained from common assessments, FAIR-FS AP1, Achieve 3000 quarter 1 usage report, and pre-test that measure student achievement.	Hernandez, Jose	8/18/2014	Evidence will be compiled through classroom walk-throughs, iObservation, data team minutes, lesson plans, and common assessment results.	6/3/2015 biweekly
G1.B1.S1.MA1	Lesson plans will be attached to PLC's documented in Data Warehouse. Teacher performance will also be monitored through classroom walk-throughs and formal observations that will be documented in iObservation. Participation in data team meetings will also be monitored by academic coaches and administration as well as documented in Data Warehouse. Academic coaches will use the coaching cycle with teachers who need further monitoring. The Lesson Plan Checklist for Challenge and Rigor will be used to assist administrators in teacher observations.	Hernandez, Jose	8/18/2014	Evidence of differentiation will be collected through informal and formal observations as well as lesson plans posted in Data Warehouse and data team meetings monitored by academic coaches and administration.	6/3/2015 monthly
G1.B2.S1.MA1	The effectiveness of implementation for rigor will be monitored through classroom observations. Lesson plans, data team meetings will also be monitored by academic coaches and administration for use of student engagement activities that require cognitively complex tasks. Teachers will also be asked to participate in a Data Dialogue with administration and teacher leaders to interpret the data obtained from common assessments, FAIR-FS AP 1, Achieve 3000, and ALEK to measure student achievement.	Hernandez, Jose	8/18/2014	Evidence will be compiled through teacher observation recorded in iObservation as well as data team minutes and quarterly benchmark assessment results demonstrating student achievement at a deeper level of understanding.	6/3/2015 monthly
G1.B2.S1.MA1	Lesson plans and data chats will be documented in Data Warehouse. Teacher performance will also be monitored through classroom walk-throughs and formal observations that will be documented in iObservation. Participation in data team meetings will also be monitored by academic coaches and administration and well as documented in Data Warehouse for evidence of increased rigor and student engagement activities.	Walcott, Tobin	8/18/2014	Evidence of increased rigor and student engagment will be compiled through observations documented in iObservation. Furthermore, student artifacts submitted as exemplar work to iPortfolio by the student will provide evidence points to monitor alignment of State standards and level of rigor.	6/3/2015 biweekly

**Collier - 0501 - Golden Gate High School - 2014-15 SIP**  
**Golden Gate High School**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Effectiveness of implementation of literacy strategies will be monitored through classroom observations. Literacy strategies will be shared with staff by reading coach.	Hernandez, Jose	8/18/2014	Evidence of implementation of district provided literacy materials, literacy strategies, and best practices will be compiled through regular and focused observations and teacher lesson plans.	6/3/2015 monthly
G1.B3.S1.MA1	Teacher performance will be monitored through classroom walk-throughs and formal observations that will be documented in iObservations. Lesson plans are required to be posted in Data Warehouse to document evidence of literacy strategies across all content areas.	Hernandez, Jose	8/18/2014	Evidence of literacy strategies will be collected through informal and formal teacher observations as well as documented on lesson plans regularly posted to PLC's in Data Warehouse.	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement.

**G1.B1** Differentiation - Teachers require more hands-on training on differentiating content, process and product as well as using collaborative group activities.

**G1.B1.S1** Teachers will incorporate a minimum of two structured group activities in all conceptual units of study in order to help students:

- Interact with new knowledge
- Regularly assessing student readiness
- Practice and deepen understanding
- Promoting student engagement and motivation by having students collaboratively work through cognitively complex tasks
- Collaboratively develop a hypothesis statement and test the hypothesis

Teaching to the student's zone of proximal development Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs will drive differentiation along with Data) Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions and enrichment.

### PD Opportunity 1

Provide professional development for differentiation and collaborative group structures during pre-service week and throughout school year. Throughout the year professional development options tailored to the unique needs of each content area in the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, Socratic seminar, and Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement. A schedule of required data team meetings will also be provided to teachers as well as continued training opportunities throughout the school year. Teachers will deliver content to their students utilizing the following Marzano elements: Interacting with new knowledge, Regularly assessing student readiness, Practice and deepen understanding, Promoting student engagement and motivation by having students collaboratively work through cognitively complex tasks, Collaboratively develop a hypothesis statement and test the hypothesis, and Teaching to the student's zone of proximal development Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs will drive differentiation along with Data) Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions and enrichment.

#### Facilitator

Administration, Academic Coaches and District Coordinators

#### Participants

All instructional staff

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

**G1.B2 Rigor** - Teachers do not regularly ask questions that require deeper understanding of the content. When higher order, deep knowledge questions are utilized by teachers, students have not been held accountable for answering at equally deep levels while demonstrating knowledge.

**G1.B2.S1** Teachers will engage in work characterized by cognitively complex tasks that require them to:

- Process new information (summarizing, jigsaw, reciprocal teaching, thinking notes)
- Examine similarities and differences
- Examine errors in reasoning (explanatory and argumentative writing on both sides of an issue, defend a position, identify errors in logic or misinformation)
- Revise previous knowledge or understanding based on new information
- Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (graphic organizers, picture, pictographs, flowcharts, mnemonics), thinking notes (close reading, annotations to increase comprehension across content areas). Teachers will be encouraged to attend professional development currently being offered by the Advanced Studies department to include but not limited to: the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, Socratic seminar, Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement.

### **PD Opportunity 1**

Provide professional development through school and district on problem-solving activities that increase rigor and enhance student engagement.

#### **Facilitator**

District personnel, academic coaches, master teachers and administration.

#### **Participants**

All instructional staff.

#### **Schedule**

On 6/5/2015

**G1.B3 CALL** - Not all teachers have been trained to be reading and writing instructors and require ongoing training in aligning text to unified school-wide literacy strategies.

**G1.B3.S1** Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g. Academic Vocabulary, Cornell Notes, Dialectic Journaling, Annotating the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching. Teachers will identify strategies to link background knowledge with new knowledge, e.g., Close-Reading (first read is the background knowledge), Reciprocal Teaching, Multimedia Thematic Connection. . Teachers will use a variety of strategies for processing and elaborating on new information e.g., Cornell Notes, Dialectical Notes, Annotating the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching. Teachers will use a variety of strategies to have students record or represent their learning, e.g., Dialectical Journals, Cornell Notes, Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks(with focused feedback)

### **PD Opportunity 1**

Provide professional development for teachers during pre-service week on literacy strategies and throughout school year on early release days. Implement literacy strategies across all content areas. It is recommended that teachers take the CAR-PD training in the fall or the spring where many of these literacy strategies are modeled for all content areas. Additionally, break-out sessions on this topic will be covered on early release days during the school year.

#### **Facilitator**

Administration, Academic Coaches and District Coordinators

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement.	478,500
<b>Grand Total</b>	<b>478,500</b>

<b>Goal 1: If all staff are striving towards the utilization of rigorous, data-driven instruction fostered by ongoing professional learning and continuous collaboration with all stakeholders both on and off campus, then we will make school-wide gains in student achievement.</b>		
Description	Source	Total
<b>B1.S1.A1</b> - Instructional Coaches: salaries & benefits	Title I Part A	270,571
<b>B1.S1.A1</b> - Instructional Resource Teacher: salary & benefits	Title I Part A	24,395
<b>B1.S1.A1</b> - ELL Tutors: salaries & benefits	Title I Part A	69,177
<b>B1.S1.A1</b> - Extended Day Programs: - After School Tutoring Program - Test Preparation Program	Title I Part A	58,207
<b>B1.S1.A1</b> - Instructional Technology Resources	Title I Part A	36,638
<b>B1.S1.A1</b> - Professional Development	Title I Part A	10,720
<b>B1.S1.A1</b> - Instructional Resources	Title I Part A	8,792
<b>Total Goal 1</b>		<b>478,500</b>