

Gold Coast Community School



2014-15 School Improvement Plan

Gold Coast Community School

4260 WESTGATE AVE, West Palm Beach, FL 33409

www.edline.net/pages/gold_coast_community_school

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach 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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Vision

Gold Coast School of Choice envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Provide the school's vision statement

Mission

Gold Coast School of Choice is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

School Environment

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

Schools are required by the Florida Department of Education to complete their School Improvement Plan (SIP) template with the assistance of their School Advisory Councils. In addition to the content in the SIP template, schools are required to include: Single school culture and appreciation of multicultural diversity (applicable to all grade levels). Content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- a) History of Holocaust,
- b) History of Africans and African Americans,
- c) Hispanic Contributions,
- d) Women's Contributions
- e) Sacrifices of Veterans

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

1. Gold Coast provides professional development to the faculty and staff on learning strategies, social skills, and self-management skills and its relationship to creating a positive, caring and supportive school community.
2. Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
3. Train SGA student leaders in conflict mediation techniques to be peer mediators;
4. Adults on campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
5. Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

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

1. Universal Guidelines and behavior matrix taught at the beginning of school and during orientation as new students enter school.
2. SwPBS team reviews classroom data to ensure students are engaged while in class.
3. Ensure differentiation of instruction is taking place to meet the needs of all students.
4. Make references to Universal Guidelines and behavioral expectations when providing student with positive feedback.
5. Train all teachers in classroom management strategies.
6. School-wide recognition system is in place.

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

1. School based team meets weekly to discuss students with barriers to academic and social success;
2. Adult mentors are assigned to all students;
3. Conflict mediation training to students through SGA and afterschool;
4. Instruction and other campus activities that address social-emotional needs of students;

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

Gold Coast will:

1. Utilize data systems to identify students who have attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English, Language Arts or mathematics and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. attendance, behavioral or academic concerns
2. Create data decision rules for number of absences or OSS before referral generated to SBT
3. Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
4. Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success.

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
	6	7	8	9	
Attendance below 90 percent	0	9	47	34	90
One or more suspensions	0	6	23	9	38
Course failure in ELA or Math	0	0	0	28	28
Level 1 on statewide assessment	1	16	56	32	105

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

Indicator	Grade Level			Total
	7	8	9	
Students exhibiting two or more indicators	11	40	47	98

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

All Level 1 students will be targeted for after school tutorial support in reading and/or math. Letters will be sent home to parents describing the importance of the tutorials and permission for the students to stay in the afterschool tutorial program.

Students will also be pulled out of elective classes twice a week for tutorial support in reading, civic, science, and/or math.

Saturday Academic Camps will be offered for students needed extra assistance for academic success.

Students will participate in four Writing Boot Camps during the 2014-15 SY

Students who received at least 2 suspensions, have low attendance, and/or struggling academically will be recommended for our School Based Team (SBT) intervention program.

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 available at the school site.

Description

The percentage of parents participating in school sponsored activities/functions at Gold Coast School of Choice will increase by 5% from the 2013-2014 school year.

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

Gold Coast School of Choice builds and sustains partnership with the local community by sending out monthly newsletter informing the community of positive things occurring on campus, inviting community leaders to student recognition activities, inviting community leaders to be a part of our SAC and recruiting community partners to be mentors for our students who are involved in community service projects.

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
Abrams, Timothy	Principal

Duties

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

Our RtI Leadership Team functions under the primus that we will always do what is best for students and their families. At Gold Coast School of Choice we believe in educating the whole child and we pride ourselves on building relationships with students, parents and the community.

Our team meets weekly so that we are able to:

Discuss collected evaluation, performance and/or behavioral data; make instructional decisions; present and discuss progress monitoring information; and identify students who are falling behind, at, or above proficiency levels on annually assessed benchmarks and common core standards. Identify students with behavioral concerns and modify behavior utilizing SWPBS.

We also identify, coordinate and schedule professional development, materials, equipment and resources to teachers that will assist in a "just in time" manner. In addition, we serve as a think trust, charged with problem solving, modeling effective practices, researching evidence based interventions, evaluating intervention implementation and coordinating services with district personnel and community agencies.

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

Principal and or Assistant Principal: Leads, facilitates and model the use of data in the decision making process, mandates regular meetings of the school-based team (SBT), attends SBT meetings, ensures that the SBT implements RtI by assessing the RtI skills of faculty and staff, monitors implementation of research based interventions and support the collection of documentation and data, arranges and/or approves appropriate professional development to enhance RtI implementation, and effectively communicates school-based RtI plans and activities with students and parents. SBT/ESE Coordinator/Guidance Counselor/: Serves as chair of SBT, schedules SBT meetings, coordinates and manages services that support intervention implementation, assist in researching evidence based intervention, collaborates in the development of intervention implementation plans, provides expert advice on issues from assessments, instruction and interventions appropriate for particular students, coordinates services with community based agencies to serve students and their families in an effort to provide additional academic, emotional, behavioral, and social growth and development.

Learning-Team Facilitator: Manages, models and assesses the implementation of academic curriculum frameworks and standards based academic instruction, assist ESE and General Instruction Faculty with research based instruction and behavior assessments and assist in the intervention implementation process. Assesses student needs based upon available data and coordinates/facilitates assistance from appropriate district level staff to identify evidence-based intervention strategies and coordinated school wide assessments/evaluation programs, assist with progress monitoring, data collection, data analysis and reporting. Designs, coordinates, schedules and delivers professional development and other teacher support.

General Education Teachers: Provides and communicates researched based academics and behavior information in relation to common core standard instruction/School Wide Positive Behavior System(SWPBS); is involved through collaboration with designated staff.

Exceptional Student Education (ESE) Teachers: Collaborates in the student performance and

behavior data collection process, Provides academic instruction, activities and materials to improve student performance, behavior, social and emotional needs with regular education teachers in activities such as co-teaching, support facilitation and other student centered instructional models. ESE Coordinator: Our ESE coordinator monitors and helps formulate student's Individual Education Plan (IEP) to remain in compliance with district and state statues. Facilitates Child Study Team meetings; Coordinate IEP updates with parents and school psychologist; Provide consultation for all ESE students; Attend ESE meetings with district personnel to comply with additional state regulations and attend meetings for students being staffed to Gold Coast. Additionally, serves on the SBT, SWPBS and Administrative team.

School Psychologist: Facilitates, coordinates and/or participates in the timely collection of academic or behavior data, analyzes and communicates data based findings, assists in the development of comprehensive and specific interventions. [Interpret plans, participates in progress monitoring activities, serves as a primary support to ensure that evidence based interventions are implemented with fidelity, assist in documenting intervention implementation], provides technical assistance and professional development.

Speech Language Pathologist: Collaborates in the student performance data collection process, provides technical support and professional development to faculty and staff relative to speech and language and their impact on core instruction, facilitates and/or assist in the selection of appropriate evaluation/assessment measures and analyzes common trends and patterns in student data, particular to speech and language proficiency.

Title I funds are utilized to provide professional development, attendance at professional conferences and tutorials. Materials and training for all parent involvement activities are provided through Title 1 funds. Additionally, books will be purchased for the Media Center and for the Shared Reading Program as well as math manipulatives for all math classes. After-school tutorials will be provided to all students who participate in the after-school program.

Title II funds support Marzano training and other district initiatives.

Staff collaborate with district multicultural and migrant departments to meet the needs of students and families. Additionally, the administration works with the HEART STAFF to meet the needs of families who are homeless.

Gold Coast has implemented a School-wide Positive Behavior Support system (SWPBs) to create a safe, positive environment to promote academic achievement. We will provide incentives to all students who display positive behaviors throughout the 2014-15 school year in order to reduce our Out of School suspensions. After-school tutorials will be provided to all students who participate in the after-school program. Gold Coast students will also participate in pull-out tutorials to assist students with FSA Strategies.

We have installed 27 security cameras on campus to ensure the safety of all students, faculty and staff.

District-wide implementation of School-wide Positive Behavior as well as Appreciation of Multicultural Diversity.

Anti-bullying initiative has been implemented; Guidance, as well as Administration, monitors via phone/internet.

Gold Coast Community School participates in Provision II, a program which ensures that all students will have the benefit of receiving breakfast at no cost regardless of their Free/Reduced Meal Status. Additionally, the school participates in the NFL Play 60 Program, which teaches students about healthy food choices and provides them with healthy snacks.

Gold Coast School of Choice has a Teen Parent Program for middle school and ninth grade teen moms who are pregnant or who has already given birth to a child. The Parenting instructor coordinates services with social service agencies such as the Department of Children and Family Services, WIC, etc. She also works with Planned Parenthood and Palm Beach County Youth for Christ as she implements the parenting curriculum through a daily parenting class for the teen mothers.

Gold Coast School of Choice provides meals and food to those persons in the community who may be experiencing hardships. Meals are available on Saturdays and Sunday and food is available as

the need arises. Additionally, the program offers the students and members of the community an opportunity to volunteer and experience service learning opportunities. District dollars are allotted through the Safe Schools Institute to fund the after school program which provides tutoring, credit recovery opportunities, and enrichment for students not able to take elective courses during the regular school day due to state mandates requiring Intensive Reading and Math scheduling for low performing students. The School Board has provided funds to renew the contract with Compass Learning Odyssey and Edgenuity (Formally E2020) so that the students are able to recover credits lost during previously failed attempts to pass required academic courses. Gold Coast School of Choice has also partnered with Communities in School to support our students who may experience difficulty in a school setting and to provide additional resources to our school. Gold Coast staff works closely with the community to meet the diverse needs of our students. Business partners include but not limited to Do Right Church, Home Depot, Chick Fil A. Single School Culture: Gold Coast integrates Single School Culture (the district-wide belief system about academics, climate, and behavior) and the appreciation for multicultural diversity as required by (S.B. Policy 2.09(8)(b)).

School Advisory Council (SAC)

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

Name	Stakeholder Group
Timothy Abrams	Principal
Danute Jean Charles	Student
Tammie Miller	Business/Community
Juanita Epps	Business/Community
Dorothy McKinon	Teacher

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

At the Title I Annual Parent Meeting the Mr. Abrams reviewed the 2014 school improvement plan with the parents to see if goals were meet. Gold Cost School Advisory Council(SAC) evaluated last year's SIP by participating in planning and monitoring of SIP; assisting in the development of educational goals and objectives; recommended various support services in the school; and reviewing the budget to be sure it aligned with the School Improvement Plan.

Development of this school improvement plan

Parents and community partners are encouraged to participate in the development of the school's improvement plan. Input will be solicited from parents and community partners at all SAC meeting. School data will be reviewed by the SAC and updates and/or revisions will be made to the SIP by the SAC.

Preparation of the school's annual budget and plan

During monthly SAC meeting, parents and community partners are encouraged to participate in preparing the school's annual budget and plan.

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

The school improvement funds were used for the following items:

- Science tutorial and supplies - \$8,000.00;
- Language Arts tutorial & supplies - \$10,000.00;
- Math supplies & tutorial - \$29,545.00;
- Reading supplies - \$2,955.00.
- Professional Development - \$1,955.00;
- Parent Involvement - \$3,000.00
- Total budgeted - \$55,455.00

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
Abrams, Timothy	Principal
moylan, jay-scott	Teacher, K-12
Wadley, Shekena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this year is to improve upon our performance the previous year. Last year we had 83% of the lowest 25% of students to show gains in reading. This year our goal is to improve upon our proficient students in reading by 5%.

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

Funds were allocated for teacher to return to school one week early for collaboration on strategies for students academic improvement. Faculty & staff will meet once a month for after-school collaboration and on district PDD days. Teacher will also meet during department common plan time once a week to plan strategies for student academic improvement.

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

To recruit and retain highly qualified, certified-in-field, effective teachers the principal of Gold Coast School of Choice searches Internet postings through People Soft; works with the Department of Recruitment and Retention during the Voluntary transfers and Excess personnel, and solicits referrals from current administrators & teachers; new teachers are paired with veteran teachers to provide support and a safe orderly environment is conducive for all staff and students.

The principal also provides leadership opportunities to qualified teachers, provides teacher recognition and celebrations, coordinates high quality professional development and offer professional development sessions based on specific needs identified throughout the school year. Professional Development is also provided through School District training and workshops.

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

Teachers new to Gold Coast are paired with an academic teacher/team. Each Department Chair and their team mentors the new teacher with model lessons, planning, data analysis, instructional practices, and the like.

New teachers to the District are in the New Educator District program(Educator Support Program) which includes support for Instructional Design and Lesson Planning; The Learning Environment; Instructional Delivery and Facilitation, Assessments; Continuous Professional Improvement, and Professional responsibility and Ethical Conduct. This program of support for first year teachers is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. It also helps o ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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

Our school district provides us with a web portal access to focus calendars, scopes and sequence, along with daily aligned resources. Our district and school instructional leaders have also provided our staff training on the new FSA standards along with new HMH Language Arts and Read 180 materials. Our science and civics teachers have also been trained on utilizing the Item Specifications to ensure they use only aligned core resources.

During our common planning we have ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. These learning opportunities promote opportunities for growth in instructional practice, curriculum, and the standards.

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

At Gold Coast, we hold regular meeting to make decisions about literacy instruction in our school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards. We also use a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

In order to assist our students who are having difficulty attaining the proficient on state assessments, we create a schedule with an uninterrupted 100 minutes reading block, an uninterrupted 50 minutes writing block, instruction based on student needs and resources to support instruction.

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: After School Program

Minutes added to school year: 3,800

Students at Gold Coast will be afforded the opportunity to participate in the After School Tutorial Program to receive remediation and enrichment opportunities to improve their academic performance in class as well as academic recovery for those students who are one or more grade levels behind. The instruction will be an extension of the academic day to help students in need of extra help in the Core Academic subject area in which they are struggling or performing low on a tested benchmark.

Strategy Rationale

Students will receive individualized small group instruction based on their student data in an extended school day setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Abrams, Timothy, timothy.abrams@palmbeachschools.org

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

By utilizing our EDW reports, Common Core Assessments, Diagnostic assessments and classroom assessments to review student performance, we will create individual folders for the students based on their areas of weakness to improve upon their performance in the classroom, diagnostic and individual assessments.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Meetings are held at feeder school to introduce parents and students to the programs offered at Gold Coast. As students meet with success at Gold Coast and desire to return to their home-based schools, transition meetings are held at home-based schools.

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

Gold Coast students are advised based on the career track each student is pursuing based on their grade/ academic level. Students courses are selected based on a personal look into each students prior and current performance on the FSA and their abilities to perform in their core subjects. All

athletically incline students will be placed in Florida Virtual in lieu of Edgenuity classes to meet the requirements of the NCAA eligibility for college.

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

Gold Coast is an Academic Credit Recovery Program that only support students from grades 6-9 who has been retained one or more times in their academic career. Our major objective is to get our students back to grade level or above for high school graduation. However, we strongly emphasize post-secondary education despite the odds of highly at risk students leaving Gold Coast after 9th grade. We align our master schedule with the state required core courses for students entering a comprehensive high school so that their transition from Gold Coast will lead to them making a decision on post secondary education in their future.

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

Although Gold Coast only goes to 9th grade, we advise all of our students based on post secondary options if they decide when they return to their home school to pursue a post secondary degree or certification in their chosen field.

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

n/a

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments.

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. To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments. 1a

G037036

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	35.0
AMO Reading - All Students	38.0

Resources Available to Support the Goal 2

-
- HQ teachers
- Technology,
- school-wide reading program

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training and strategies for differentiate instructions.
- Students have limited time to acquire new skills.
- Increase use of technology to enhance instruction

Plan to Monitor Progress Toward G1. 8

Review of Lesson Plans, conducting Classroom Walk-throughs

Person Responsible

Timothy Abrams

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plan Checklist, Common Planning Checklists, I-Observation Data

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. To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments. **1**

 G037036

G1.B1 Teachers need additional training and strategies for differentiate instructions. **2**

 B122606

G1.B1.S1 Training to increase knowledge and performance on new state standards and instructional strategies. **4**

 S134526

Strategy Rationale

Additional support needed to better understand new state standards.

Action Step 1 **5**

PD opportunities for staff on new FSA, instructional strategies and best practices.

Person Responsible

Timothy Abrams

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

PD agendas, sign-in sheets, walk throughs, I-observations, common plan logs

Action Step 2 5

Increase use of technology to enhance instruction.

Person Responsible

Timothy Abrams

Schedule

Daily, from 9/8/2014 to 5/8/2015

Evidence of Completion

walk throughs, student performance

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

I-observation walk-through teacher data, common assessment data, diagnostic data, Read 180 reports

Person Responsible

Timothy Abrams

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

I-observation data will trend towards teachers receiving more applying and innovating ratings. - Common Assessment Data will show trends in more students reaching the proficiency level for each respective assessment. Diagnostic data will show improvements in student scores.

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

Training on FSA standards during professional development days.

Person Responsible

Timothy Abrams


Schedule

Biweekly, from 9/8/2014 to 5/29/2015


Evidence of Completion

Agendas, Sign in Sheets, Administrative walkthroughs

G1.B2 Students have limited time to acquire new skills. 2

 B122609

G1.B2.S1 Provide additional time on task for students. 4

 S134493

Strategy Rationale

Additional time needed to acquire new skills.

Action Step 1 5

Extended day learning opportunity for non proficient students.

Person Responsible

Timothy Abrams

Schedule

On 5/29/2015

Evidence of Completion

Student-teacher sign in sheets, lesson plans, assessments

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

Provide opportunities for students to work on new skills after-school and weekends.

Person Responsible

Timothy Abrams

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student Sign In Sheets

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

Students proficiency will increase on diagnostics, common assessments, FSA

Person Responsible

Timothy Abrams

Schedule

Weekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Assessment Reports

G1.B3 Increase use of technology to enhance instruction 2

 B122835

G1.B3.S1 Implement Read 180 4

 S134762

Strategy Rationale

Variety of instructional programs needed to address diverse population.

Action Step 1 5

Infuse Read 180 program in reading instruction.

Person Responsible

Timothy Abrams

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Program usage report, lesson plans, student performance.

Action Step 2 5

Provide training for parents in literacy across the content area using Read 180, etc.

Person Responsible

Timothy Abrams

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Agendas, sign-in sheets, evaluations,

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

Monitor data reports, walk-throughs,

Person Responsible

Timothy Abrams

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

data reports, observations

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

Review of data reports

Person Responsible

Timothy Abrams

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Read 180 reports that display student data.

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.B2.S1.A1	Extended day learning opportunity for non proficient students.	Abrams, Timothy	9/15/2014	Student-teacher sign in sheets, lesson plans, assessments	5/29/2015 one-time
G1.B1.S1.A1	PD opportunities for staff on new FSA, instructional strategies and best practices.	Abrams, Timothy	9/15/2014	PD agendas, sign-in sheets, walk throughs, I-observations, common plan logs	5/29/2015 monthly
G1.B3.S1.A1	Infuse Read 180 program in reading instruction.	Abrams, Timothy	9/15/2014	Program usage report, lesson plans, student performance.	5/29/2015 daily
G1.B1.S1.A2	Increase use of technology to enhance instruction.	Abrams, Timothy	9/8/2014	walk throughs, student performance	5/8/2015 daily
G1.B3.S1.A2	Provide training for parents in literacy across the content area using Read 180, etc.	Abrams, Timothy	9/15/2014	Agendas, signin sheets, evaluations,	5/22/2015 monthly
G1.MA1	Review of Lesson Plans, conducting Classroom Walk-throughs	Abrams, Timothy	9/15/2014	Lesson Plan Checklist, Common Planning Checklists, I-Observation Data	5/29/2015 weekly
G1.B2.S1.MA1	Students proficiency will increase on diagnostics, common assessments, FSA	Abrams, Timothy	9/15/2014	Assessment Reports	5/29/2015 weekly
G1.B2.S1.MA1	Provide opportunities for students to work on new skills after-school and weekends.	Abrams, Timothy	9/15/2014	Student Sign In Sheets	5/29/2015 daily
G1.B1.S1.MA1	Training on FSA standards during professional development days.	Abrams, Timothy	9/8/2014	Agendas, Sign in Sheets, Administrative walkthroughs	5/29/2015 biweekly
G1.B1.S1.MA1	I-observation walk-through teacher data, common assessment data, diagnostic data, Read 180 reports	Abrams, Timothy	9/15/2014	I-observation data will trend towards teachers receiving more applying and innovating ratings. - Common Assessment Data will show trends in more students reaching the proficiency level for each respective assessment. Diagnostic data will show improvements in student scores.	5/29/2015 monthly
G1.B3.S1.MA1	Review of data reports	Abrams, Timothy	9/22/2014	Read 180 reports that display student data.	5/29/2015 weekly
G1.B3.S1.MA1	Monitor data reports, walk-throughs,	Abrams, Timothy	9/8/2014	data reports, observations	5/29/2015 daily

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. To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments.

G1.B1 Teachers need additional training and strategies for differentiate instructions.

G1.B1.S1 Training to increase knowledge and performance on new state standards and instructional strategies.

PD Opportunity 1

PD opportunities for staff on new FSA, instructional strategies and best practices.

Facilitator

Ms. Wadley

Participants

teachers and staff

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments.	54,268
Grand Total	54,268

Goal 1: To collaborate, plan and implement rigorous, relevant instruction across the curriculum that is strategically aligned with the new state standards and assessments.

Description	Source	Total
B1.S1.A1 - part-time in system for collaborative planning	Title I Part A	8,000
B1.S1.A1 - PD supplies, ie chart paper, cartiages, highlighters, binders, folders,	Title I Part A	1,532
B1.S1.A1 - Professional conferences, ie FSA, FRA, district training on new standards, literacy training, and technology.	Title I Part A	1,867
B1.S1.A1 - Substitutes for PD	Title I Part A	2,668
B1.S1.A2 - computers for classroom	Title I Part A	14,000
B2.S1.A1 - part-time in system for tutorial.	Title I Part A	10,416
B2.S1.A1 - calculators, paper, instructional games, ink, markers, journals, composition books, staplers, classroom libraries	Title I Part A	4,000
B2.S1.A1 - SIG Tutorial	SIG 1003(a)	4,284
B3.S1.A1 - Read 180 program	Title I Part A	6,701
B3.S1.A2 - paper, pens, cartiages, refreshments for parent trainings.	Title I Part A	800
Total Goal 1		54,268