

Golden Gate Middle School

2701 48TH TER SW, Naples, FL 34116

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

90%

Alternative/ESE Center

No

Charter School

No

Minority

92%

School Grades History

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

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide exceptional educational opportunities that motivate and engage each student.

Provide the school's vision statement

Students "SOAR". Expect success, organize for success, succeed through attendance and engaged participation, and respect themselves and others.

School Environment

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

Building relationships and understanding other cultures is paramount to us at GGMS. The SAC and PTO, along with teacher committees have instituted various ways for our students to celebrate and learn. We use the PBS system in place here at school for team building and rewards. We also had family events such as our fall festival and multicultural festival wherein families and community members were encouraged to come to school to celebrate. We also conduct workshops on relationship building, goal setting, and provide intervention time during class.

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

The use of our PBS system here at school not only rewards students and provides incentives for doing the right thing, it provides opportunities for those students to be retaught when they don't reach an expectation. Our teachers, staff, and YRD do a wonderful job creating respectful relationships as well as being highly visible on campus to help our students feel safe. This will be the third year of our after school program. There was a definite need in the community for our students to have a productive, entertaining, and safe program after school. Teachers create the programs and students pay a fee of \$5.00 to attend an 8 week session of after school. We will also begin a before school program to assist those parents that must drop off early. Because the programs are teacher and student driven, the attendance is very high in these programs.

Our guidance department has worked to create targeted groups and awareness activities for bullying as well.

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

We are a PBS model school. Students are given multiple chances through interventions to correct and modify unwanted behaviors. Through our PBS system, teachers are required to contact parents after interventions are not successful. When parental contact does not correct the unwanted behavior, a major discipline referral is written and the student is referred to the Assistant Principal for consequences.

PBS also allows us to provide rewards and incentives to those students that are achieving the goals and expectations in the classrooms. We use a token economy where students can spend their "SOAR dollars" in the school store, or for chances at larger prizes. We also have incentives such as

field day and the criteria are set by the teams of teachers.

Our PBS team consists of administration, counselors, teachers and non instructional staff. This group meets monthly to examine data, present to staff, and identify training needs.

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

We saw a definite need for a third school counselor as our population began to grow. We used Class Size Reduction funds to hire a third full time counselor. Her primary job will be to work collaboratively with teachers and community resources to create an environment that is welcoming and helpful to both students and families.

We also saw a large need to touch our high population of at risk students. We hired an Rti intervention specialist, whose job is to work with teachers and students and create groups of those struggling academically or behaviorally.

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

We pull data for our EWS from multiple sources. We utilize Data Warehouse, Student Pass, and grade book. Our MTSS team, consisting of administration, INSS, RTI resource, and guidance counselor meet weekly. Our teachers are trained to utilize this data to meet the needs of their individual students, as well as the support from the MTSS team for Tier 2 and Tier 3 students. Students with multiple behavioral issues are tracked by our RTI specialist. Students with multiple course failures are tracked through guidance and they meet at the end of each quarter. Those students with a Level 1 on statewide standardized assessments are placed in appropriate classes to support the need.

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	
Attendance below 90 percent	62	88	69	219
One or more suspensions	23	56	22	101
Course failure in ELA or Math	28	42	12	82
Level 1 on statewide assessment	160	134	106	400

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	19	27	23	69

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

We have employed an intervention time at the beginning of every day. This allows that teacher to work in small groups with those needing more assistance, or provides a pull out time for our inclusion or resource teachers to assist. We also have hired an individual to deal primarily with MTSS and to touch these at risk students weekly.

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/180720>.

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

We will continue our partnership with CASA, a community organization. They were instrumental in the multicultural festival, as well as members of our SAC committee. We continue to reach out to local businesses prior to events in the hopes of building the community involvement. GGMS is very fortunate to partner with Grace Place and Catholic Charities annually. These organizations provide tutoring for our students after school. We have also partnered with Junior Achievement, Berkshire Lakes Ladies Club, Laces of Love, CCSO, First Book of Collier and FGCU.

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
Clark, Mason	Principal
Bledsoe, Jennifer	Assistant Principal
Saunders, James	Assistant Principal

Duties

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

The school based leadership team consists of Principal, Dr. Mason Clark, Assistant Principal, Mrs. Jennifer Bledsoe, and Assistant Principal, Mr. James K, Saunders. Mr. Saunders is responsible for

Attendance and Discipline and assists in the training and implementation of the schoolwide PBS program. Mrs. Bledsoe is the Assistant Principal for Curriculum and Instruction. In this role, she is responsible for building the master schedule, assessments, and ensuring implementation of curriculum. As instructional leader, Dr. Clark has many responsibilities. One of his main responsibilities is ensuring that staff is highly qualified and receiving appropriate professional development opportunities. The leadership team works collaboratively in ensuring district and state initiatives are implemented.

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

The district-based "Data Warehouse" facilitates the monitoring of academic and non-academic school and student data. These data are available at the student level or in the aggregate. Staff monitor Data Warehouse for student, grade, and school-wide data trends. Staff assess the effectiveness of core instruction, allocate resources, and support teachers based upon these trends and observational evidence. In addition, teaching teams meet regularly to discuss the progress of individual students. When teams identify a student concern, they refer that student to guidance and the intervention support specialist. This initiates the RtI process within MTSS that address individual student needs. Student concerns that cannot be addressed through repeated RtI interventions may be referred for evaluation for ESE services, health services additional disciplinary support, or other more intensive interventions, depending upon need.

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
Mason Clark	Principal
Roy Alvarez	Parent
Nelly Alvarez	Parent
Michelle Bock	Parent
Emma Gonzalez	Education Support Employee
Maria Diaz	Parent
Jennifer Sanchez	Parent
Vincent Keeyes	Business/Community
Diann Keeyes	Business/Community
Luis Garrido	Teacher
Pamela Saba	Parent
Blanca Diaz	Parent
Ana Hernandez	Parent
Emily Robaul	Student

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

During the first SAC meeting after election, the principal and assistant principal will share the assessment data from the previous school year. The group will then review the previous year's school improvement plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus.

Development of this school improvement plan

An analysis of student achievement and school performance data occurred at the September SAC meeting. The SAC review various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP. The SAC committee also reviews and provides input on the school's Title 1 Use of Funds, Parent Involvement Policy and Parent/School Compact, which are developed to support the School Improvement Plan and initiatives.

Preparation of the school's annual budget and plan

A rough draft of the school's budget and plan is presented to the SAC members with an explanation of allocations and expenditures. The SAC is then able to task questions and offer suggestions for planning and budgeting which are considered by the principal prior to finalizing the documents. Last year, school improvement funds were not awarded until late in the school year. Upon the receipt of the funds, the SAC committee discussed how to best utilize the monies. The 2014-2015 SAC will discuss the projected use of funds during the September and April meetings.

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

School Improvement Fund expenditures are the purview of SAC. We will update this school improvement plan as SAC approves funds usage. The funds were used last year to supplement curriculum with field trips or resources.

The SAC will discuss the projected use of funds during the October and April meetings.

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
Bledsoe, Jennifer	Assistant Principal
Higgins, Jane	Instructional Coach
Coloma, Ashley	Instructional Coach
Charles, Virginia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team share best practices and collaborate on common formative assessments. School based teams will review and analyze data and address their teaching strategies based on students' needs through common planning. The focus will be on improving literacy and writing through all disciplines within the school. A major undertaking will be the continuous exposure to, and training in, higher-order questioning strategies, common collaboration, and quality lesson-planning. The use of the new text, reading in the content areas, as well as collaborative literacy strategies, and Check for 3 will add focus to reading, writing and comprehension skills. Intervention

time will be incorporating reading and writing requirements. All teachers are required to submit electronic lesson plans which are checked and confirmed during classroom walk throughs. These lesson plans will include planning for rigor, differentiation, and higher-order questioning. Coaches also promote literacy by building teacher 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

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team. Teams are allocated a common planning time daily and provided 35 minutes of team meeting time bi-weekly. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern. The master schedule was built so that teachers can plan together within departments or levels taught. It is an expectation that the weekly lesson plans will be submitted by the group as evidence of common planning. Teachers are encouraged to share ideas and prepare lessons and assessments as a group.

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

1. Golden Gate Middle School will work with colleges/universities as a site for internships for students completing degrees in education. Additionally, GGMS will work cooperatively with FGCU with any teachers who may be teaching via the Teacher Immersion Program (TIP)
2. All new teachers will participate in monthly meetings with their mentors as documented by a meeting log. They will also meet with administration, both site and district-based, to assist them in becoming familiar with the school, the district and the resources available to them.
3. All faculty will continue to be trained in CTEM to prepare them for the expectations included in Collier's new teacher evaluation system, as well as the desired effects.
4. Professional Learning
 - Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs
 - Staff Development based on: District, State and Federal initiatives, staff input, classroom observation data, student data
5. Instructional Leadership:
 - Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies development; meaningful feedback
 - Embedded professional learning during collaborative planning sessions with academic coaches
6. School Management and Safety:
 - Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior with the addition of an Rti specialist to assist

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

Mentors were paired with clinical education certified teachers both will participate in monthly meetings with members of school/district administration. The meetings will focus on including, but not limited to, Rti, Data Warehouse, Classroom Management, Mentoring Students & CTEM. They will also review student data in an effort to identify instructional needs.

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

Through common planning, teachers will be asked to use the district's curriculum guides as well as the EQUIP rubric for lessons to ensure that the lessons and activities are aligned to the new standards. Administrators will be looking for the alignment as well through lesson plan checks and CTEM observations.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida 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

MTSS intervention specialist, Content Area Literacy, INSS, ESE inclusion schedule, ELL, Intensive sections, as well as leveling those intensive reading sections further use of pretest and benchmark data to drive instruction, common assessments within common planning groups

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: 6,000

Provides a low cost after school option 4 days a week for instruction and enrichment activities. Students are provided transportation if needed.

Strategy Rationale

Providing a safe environment for students to engage in both enrichment and academic activities.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Coloma, Ashley, coloma@collierschools.com

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

Students that are in the academic clubs are monitored through benchmark data.

Strategy: Weekend Program

Minutes added to school year: 1,440

Targeted Level 1's and 2's in Reading and Math, 8th grade Science, and Algebra students for Saturdays for Success Academy. These students attended 8 Saturdays in the Spring for 3 hours and received targeted instruction in areas of need.

Strategy Rationale

Targeting these particular students for the extra FSA/EOC focused instruction will produce gains for these students.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Bledsoe, Jennifer, bledsoje@collierschools.com

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

Student attendance was kept and data was taken with the results of the FSA for these students.

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

On May 1st, each middle school held a Rising 6th Grade Parent Orientation Night at 6:00 p.m. Parents learned about the 6th grade course selection process – what core classes were required and what related arts classes were available. There was also band/orchestra/chorus performances and a (district template)PowerPoint highlighting the many programs and activities at the respective middle schools. The following morning, May 2nd, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

Our 8th graders make a trip to Golden Gate High school where they are presented with programs and offerings for their 9th grade years.

Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many Advanced Studies opportunities available in the district.

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***

GGM offers multiple levels of most of its academic coursework to support and challenge students. Student achievement data and guidance from teacher and school counselors inform placement into courses and a student's overall course of study. In the 8th grade, students take part in a career inventory through their U.S. History course, which helps them target areas of interest for their high school course of study. Participation in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida will bring the Economics for Success curriculum to 8th grade students. This curriculum focuses on the goal of achieving a successful economic life including choosing the right career.

All HIGH SCHOOL LEVEL CTE courses have a program of study posted on the district website to meet this goal. Teachers review the program of study in district wide professional development annually. Programs of Study are revised annually to reflect the current employment outlook for all programs. We offer both Culinary and Computers for College and Career Readiness at Golden Gate Middle.

The Culinary and Information Technology academies provide the first course in a high school sequence that is available at the zoned high school.

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

ALL CTE Frameworks are designed to achieve this goal. We offer Culinary and Computers for College and Career Readiness.

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

We did not utilize this report, as the available data are from two years ago.

At Golden Gate Middle we are preparing our students for rigorous course work by offering Algebra, Culinary, Informational Technology and Spanish, all of which are high school credit courses.

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

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.** If Teacher lesson plans and instruction feature specific writing activities and strategies, e.g., notebooking/journaling, short and extended response writing, exit tickets, then literacy skills and comprehension will increase.

- G2.** If teacher questions and teacher/student discourse demonstrate a level of rigor consistent with the state standards and test item specifications, then student work will demonstrate a level of, cognitive complexity, deep understanding and knowledge, consistent with the demands of state standards (LAFS, MAFS, NGSSS)

- G3.** If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, then teachers will utilize structured group activities to foster interactive learning and differentiation.

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 Teacher lesson plans and instruction feature specific writing activities and strategies, e.g., notebooking/journaling, short and extended response writing, exit tickets, then literacy skills and comprehension will increase. 1a

G038867

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- T.H.I.E.V.E.S., Cornell Notes, Higher Order Questioning, Text, DOK, Interactive notebook

Targeted Barriers to Achieving the Goal 3

- Content area teachers are not trained to be reading and writing instructors.

Plan to Monitor Progress Toward G1. 8

Academic coaches will assist in planning specific writing activities and strategies across the content areas.

Person Responsible

Jane Higgins

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students will produce writing in every subject area.

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor consistent with the state standards and test item specifications, then student work will demonstrate a level of, cognitive complexity, deep understanding and knowledge, consistent with the demands of state standards (LAFS, MAFS, NGSSS) **1a**

 G038868

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0

Resources Available to Support the Goal **2**

- Curriculum maps, Instructional coaches, professional development, Webb's DOK, common planning and common assessments

Targeted Barriers to Achieving the Goal **3**

- Assessments typically require only recall of information rather than integrating knowledge. Questions do not require deep understanding of the content.

Plan to Monitor Progress Toward G2. **8**

Lesson plans will demonstrate teachers have planned for the cognitive complexity. Teachers will plan for higher order thinking questions.

Person Responsible

Mason Clark

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student achievement will increase in benchmark and FCAT data.

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, then teachers will utilize structured group activities to foster interactive learning and differentiation. **1a**

G038869

Targets Supported **1b**

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	73.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- Utilize professional development opportunities, CTEM observations and feedback, lesson planning, and common PLCs.

Targeted Barriers to Achieving the Goal **3**

- Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. Teachers have not been trained to use/do not use structured group activities.

Plan to Monitor Progress Toward G3. **8**

Collaborative lesson plans, use of data for instruction and enrichment will show in the lesson plans, data chat minutes

Person Responsible

Mason Clark

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student achievement on benchmark and summative assessments will improve.

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 Teacher lesson plans and instruction feature specific writing activities and strategies, e.g., notebooking/journaling, short and extended response writing, exit tickets, then literacy skills and comprehension will increase. **1**

 G038867

G1.B1 Content area teachers are not trained to be reading and writing instructors. **2**

 B093446

G1.B1.S1 If teachers are trained to use a variety of strategies to have students record or represent their learning, then student writing response to reading and learning will improve. **4**

 S104481

Strategy Rationale

Action Step 1 **5**

If trainings are provided in implementing a variety of strategies for processing and elaborating a variety of strategies for recording and representing knowledge, then teacher's lesson plans will include these literacy skills.

Person Responsible

Jennifer Bledsoe

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

CTEM observations, lesson plans, PLC notes

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

CTEM Students' notebooks and journals
Lesson plans Exit Tickets Rubrics
Quarterly writing prompt

Person Responsible

Jennifer Bledsoe

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student work and teacher lesson plans reflect the use of strategies to record and represent knowledge across the content areas.

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

CTEM Students' notebooks and journals
Lesson plans Exit Tickets Rubrics
Quarterly writing prompt

Person Responsible

Jennifer Bledsoe

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Florida Standards Assessments for ELA and Math scores will increase.

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor consistent with the state standards and test item specifications, then student work will demonstrate a level of, cognitive complexity, deep understanding and knowledge, consistent with the demands of state standards (LAFS, MAFS, NGSSS)

1

G038868

G2.B1 Assessments typically require only recall of information rather than integrating knowledge. Questions do not require deep understanding of the content. 2

B093447

G2.B1.S1 Teachers will design group activities that • Facilitate processing new knowledge • Facilitate students in practicing and deepening knowledge • Facilitate working on complex tasks that require students to generate and test hypotheses Teachers will engage students in work characterized by cognitively complex tasks that require them to • Process new information • Examine similarities and differences • Examine errors in reasoning • Revise previous knowledge or understandings based on new information • Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content Teachers using the Unique Curriculum will utilize: Instructional Technology Unique System Monthly Benchmark assessments and unit checklists 4

S104482

Strategy Rationale

Action Step 1 5

If professional development opportunities, lesson plans, CTEM observations are focused on increasing the rigor in the classroom, teacher/student discourse will demonstrate a level of rigor consistent with the state standards and test item specifications.

Person Responsible

Jennifer Bledsoe

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans reflect level of rigor and questioning, student achievement will increase.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans will include rigorous questioning in alignment with the LAFS, MAFS, and NGSSS.

Person Responsible

Mason Clark

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student achievement will increase on benchmark data, summative assessments, and Florida Standards Assessments for ELA and Math

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Use data from quarterly benchmarks and common assessments to determine effectiveness.

Person Responsible

Jennifer Bledsoe

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes and common planning discussions around the data reflected upon.

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, then teachers will utilize structured group activities to foster interactive learning and differentiation.

1

G038869

G3.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. Teachers have not been trained to use/do not use structured group activities.

2

B093448

G3.B1.S1 Teachers will incorporate a minimum of two cooperative learning strategies in all units of study in order to • Interact with new knowledge • Process new information • Practice and deepen knowledge • Collaboratively complete cognitively complex tasks • Collaboratively develop an hypothesis statement and test the hypothesis 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

S104483

Strategy Rationale

Action Step 1 5

Collect data using common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly.

Person Responsible

Linda Robitaille

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased student achievement on benchmark exams and quarterly Assessment Data – Disaggregated by item complexity rating

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Quarterly
Assessment Data
—
Disaggregated by item
complexity rating

Person Responsible

Jennifer Bledsoe

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will administer common formative assessments and utilize the data collected from these along with district benchmarks to plan instruction, interventions and enrichment.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will use data chats and PLC to discuss effectiveness

Person Responsible

Linda Robitaille

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC notes and common planning discussions

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	If trainings are provided in implementing a variety of strategies for processing and elaborating a variety of strategies for recording and representing knowledge, then teacher's lesson plans will include these literacy skills.	Bledsoe, Jennifer	8/18/2014	CTEM observations, lesson plans, PLC notes	6/5/2015 quarterly
G2.B1.S1.A1	If professional development opportunities, lesson plans, CTEM observations are focused on increasing the rigor in the classroom, teacher/ student discourse will demonstrate a	Bledsoe, Jennifer	8/18/2014	Lesson plans reflect level of rigor and questioning, student achievement will increase.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	level of rigor consistent with the state standards and test item specifications.				
G3.B1.S1.A1	Collect data using common formative assessments. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly.	Robitaille, Linda	8/18/2014	Increased student achievement on benchmark exams and quarterly Assessment Data – Disaggregated by item complexity rating	6/4/2015 monthly
G1.MA1	Academic coaches will assist in planning specific writing activities and strategies across the content areas.	Higgins, Jane	8/18/2014	Students will produce writing in every subject area.	6/4/2015 monthly
G1.B1.S1.MA1	CTEM Students' notebooks and journals Lesson plans Exit Tickets Rubrics Quarterly writing prompt	Bledsoe, Jennifer	8/18/2014	Student Florida Standards Assessments for ELA and Math scores will increase.	6/5/2015 quarterly
G1.B1.S1.MA1	CTEM Students' notebooks and journals Lesson plans Exit Tickets Rubrics Quarterly writing prompt	Bledsoe, Jennifer	8/18/2014	Student work and teacher lesson plans reflect the use of strategies to record and represent knowledge across the content areas.	6/5/2015 quarterly
G2.MA1	Lesson plans will demonstrate teachers have planned for the cognitive complexity. Teachers will plan for higher order thinking questions.	Clark, Mason	8/18/2014	Student achievement will increase in benchmark and FCAT data.	6/4/2015 monthly
G2.B1.S1.MA1	Use data from quarterly benchmarks and common assessments to determine effectiveness.	Bledsoe, Jennifer	8/18/2014	PLC notes and common planning discussions around the data reflected upon.	6/5/2015 quarterly
G2.B1.S1.MA1	Lesson plans will include rigorous questioning in alignment with the LAFS, MAFS, and NGSSS.	Clark, Mason	8/18/2014	Student achievement will increase on benchmark data, summative assessments, and Florida Standards Assessments for ELA and Math	6/5/2015 biweekly
G3.MA1	Collaborative lesson plans, use of data for instruction and enrichment will show in the lesson plans, data chat minutes	Clark, Mason	8/18/2014	Student achievement on benchmark and summative assessments will improve.	6/4/2015 monthly
G3.B1.S1.MA1	Teachers will use data chats and PLC to discuss effectiveness	Robitaille, Linda	8/18/2014	PLC notes and common planning discussions	6/4/2015 quarterly
G3.B1.S1.MA1	Quarterly Assessment Data – Disaggregated by item complexity rating	Bledsoe, Jennifer	8/18/2014	Teachers will administer common formative assessments and utilize the data collected from these along with district benchmarks to plan instruction, interventions and enrichment.	6/4/2015 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 Teacher lesson plans and instruction feature specific writing activities and strategies, e.g., notebooking/journaling, short and extended response writing, exit tickets, then literacy skills and comprehension will increase.

G1.B1 Content area teachers are not trained to be reading and writing instructors.

G1.B1.S1 If teachers are trained to use a variety of strategies to have students record or represent their learning, then student writing response to reading and learning will improve.

PD Opportunity 1

If trainings are provided in implementing a variety of strategies for processing and elaborating a variety of strategies for recording and representing knowledge, then teacher's lesson plans will include these literacy skills.

Facilitator

Coaches, Administration

Participants

Leadership team, academic coaches, teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor consistent with the state standards and test item specifications, then student work will demonstrate a level of, cognitive complexity, deep understanding and knowledge, consistent with the demands of state standards (LAFS, MAFS, NGSSS)

G2.B1 Assessments typically require only recall of information rather than integrating knowledge. Questions do not require deep understanding of the content.

G2.B1.S1 Teachers will design group activities that • Facilitate processing new knowledge • Facilitate students in practicing and deepening knowledge • Facilitate working on complex tasks that require students to generate and test hypotheses Teachers will engage students in work characterized by cognitively complex tasks that require them to • Process new information • Examine similarities and differences • Examine errors in reasoning • Revise previous knowledge or understandings based on new information • Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content Teachers using the Unique Curriculum will utilize: Instructional Technology Unique System Monthly Benchmark assessments and unit checklists

PD Opportunity 1

If professional development opportunities, lesson plans, CTEM observations are focused on increasing the rigor in the classroom, teacher/student discourse will demonstrate a level of rigor consistent with the state standards and test item specifications.

Facilitator

Coaches, administration

Participants

Administration, building leadership (coaches), teacher leaders

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, then teachers will utilize structured group activities to foster interactive learning and differentiation.

G3.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. Teachers have not been trained to use/do not use structured group activities.

G3.B1.S1 Teachers will incorporate a minimum of two cooperative learning strategies in all units of study in order to • Interact with new knowledge • Process new information • Practice and deepen knowledge • Collaboratively complete cognitively complex tasks • Collaboratively develop an hypothesis statement and test the hypothesis 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

Collect data using common formative assessments. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly.

Facilitator

Building Leadership and district leadership

Participants

Building leadership

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0