



## Gulf Coast High School

7878 SHARK WAY, Naples, FL 34119

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

25%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

30%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Gulf Coast High School is to provide a safe learning environment in which students have the opportunity to receive the highest quality education to facilitate future academic and career success

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

The vision of Gulf Coast High School is to provide a safe, authentic learning environment where students explore and demonstrate real life applications while pursuing knowledge and the development of problem solving skills.

Life-long learners develop in an environment of mutual respect and tolerance. A team approach between all stakeholders - teachers, staff, students, parents and community members - establishes positive relationships, cultivates academic success, and promotes career discovery.

#### School Environment

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

Some of the ways we accomplish this goal is by Identifying at risk students and building relationships through a Mentor program; encouraging parent teacher conferences; advertising and recruiting for SAC Membership, encouraging parents to participate by volunteering at the school, joining End Zone Club and/or Band Boosters. Various clubs are established to meet the needs of our student population. Club Rush showcases available clubs and encourages student participation and membership. This fosters a strong school community. The unique interests of our student population are addressed through our 37 clubs which include the Gay Straight Alliance Club and the Friendship Circle. Our Marching Pride Band is over 400 strong. Our JROTC program offers various extracurricular clubs and competitive teams for cadets. GCHS fosters an environment where everyone can be involved and participate in a school club, activity or sport. Student participation in school clubs and activities builds strong relationships between teachers and students and fosters a culture of community. Since 24% of our students have exceptionalities (ESE), the Friendship Circle was developed to bridge the communication/interaction gap between these ESE students and mainstream students. This club is a huge success with over 100 students participating and several parents who provide financial support.

In order to foster spirit and school community, we host faculty/student volleyball and basketball games and pep rallies involving students and faculty.

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

We utilize the Positive Behavior Support System school-wide to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Students can earn positive reinforcement as a whole class and as individuals. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass can also be used to award Positive Referrals for exceptional behavior. PBS focuses on addressing inappropriate behaviors within the classroom. Staff development has empowered teachers to address desired behavior with in the classroom. Major strategies stressed to teachers are developing a personal relationship with

students and involving parents in problem solving with their children. Youth Relations Deputies are on campus to provide law enforcement support. The deputies offer support through presentations to students, staff, and parents on safety concerns and procedures. Teachers and administrators take an active role in school events (on and off campus) and school supervision.

GCHS has a PBS faculty committee consisting of 10 teachers and 3 administrators. The faculty committee is well-balanced with faculty members representing all content areas, including ESE. This committee meets monthly and spearheads PBS activities such as student recognition, PBS staff development, PBS initiatives through school wide faculty input. This year the PBS Faculty Committee recruited student volunteers to head a PBS Student Advisory Committee so that student input would be a vital part of the school wide PBS efforts. This committee meets monthly during lunch with the faculty committee. The plan is to have students volunteer to work on committees such as faculty recognition and student recognition.

**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 utilize the Positive Behavior Support System to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Students can earn positive reinforcement as a whole class and as individuals. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass can also be used to award Positive Referrals for exceptional behavior. PBS focuses on addressing inappropriate behaviors within the classroom. Staff development has empowered teachers to address desired behavior within the classroom. Major strategies stressed to teachers are developing a personal relationship with students and involving parents in problem solving with their children. Instruction and learning are at the forefront of school operations.

**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**

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met. We utilize the Positive Behavior Support System to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Communication with parents is essential for students experiencing social-emotional concerns and counselors, administrators and YRB deputies keep in contact with parents as all work together toward problem resolution. We have a part-time school psychologist and school intervention specialist that work directly with students, parents and staff.

### **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**

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, and change of placement and/or intervention.

Early Warning System:

Attendance below 90%

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on FCAT math, reading, or writing

Lowest 25% in Reading and Math

One or more suspensions

One or more office and/or guidance referrals

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	12	22	15	9	58
One or more suspensions	62	52	57	32	203
Course failure in ELA or Math	23	60	29	13	125
Level 1 on statewide assessment	60	55	18	17	150

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	88	70	39	19	216

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

We use a variety of high yield strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Administrator-Student Mentor program, sending attendance letters home, communication with parents through phone call and parent -teacher conferences, using positive reinforcement of good attendance (including PBS recognition and recognition at awards ceremonies), utilizing the school counselors for individual, small group and/or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities.

Counselors also monitor student grades and progress toward graduation. Counselors meet with each senior to review individual progress toward graduation and college/career readiness and post-secondary planning. The principal and counselor meet individually with every senior at risk and together they identify strategies to promote success and help the student be on track for graduation. Through our PBS program, we use positive reinforcement of good attendance and behavior to recognize and celebrate students. Through common planning and department meetings, we examine at risk students and develop ways to motivate, mentor and provide extra learning opportunities for them. Tutoring is provided by individual teachers in addition to peer tutoring offered by National Honor Society students.

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

GCHS encourages family and community involvement through several venues. GCHS encourages parent participation on the SAC, celebrates a Principal for the Day, and encourages community business partnerships. The school newsletter, dialer, and school web site keep parents informed of school activities, graduation requirements, scholarship opportunities, policies and procedures. The GCHS website is updated daily with announcements and events. GCHS holds four annual evening parent meetings to provide information about course curriculum, college admissions, graduation requirements, scholarship opportunities and financial aid. An annual Open House is also provided in the evening where parents are introduced to the teachers and the curriculum/expectations for each course. Two new student/parent orientations are held annually-one in the spring and one in the fall. GCHS academy teachers (NAF Engineering and the Medical Academy) also have an annual meeting with parents. Additionally, counselors keep in contact with parents to monitor student progress. Additionally, counselors communicate with parents regarding at risk seniors who are not on track for graduation through senior letters and parent/student conferences. Parents are also encouraged to participate in the Band Booster's Club, the Academic Booster's Club, and various volunteer opportunities throughout the school and in extracurricular activities.

**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**

Our school is a neighborhood school with long established ties to the community. Organizations and volunteers have been in place for many years. The relationships consist of community support for all after school activities which include sports, clubs, academics and career academies. One of our local churches gives orchestra and choir students the opportunity to volunteer their services to the church. Many local businesses provide opportunities for our students to perform community service and give back to the community. Local elementary and middle schools also provide opportunities for our students to mentor the students at their schools. Many local businesses support our athletic and school competition teams. The school-based academies also work closely with the community, business partners and interested parents.

**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
Mikulski, Joe	Principal
Cox, Debbie	Assistant Principal
Coleman, Missy	Assistant Principal
Sharp, Linda	Assistant Principal
Benedict, Maria	Instructional Coach
Bligh, Tom	Assistant Principal
Hylemon, Caroline	Instructional Coach

### Duties

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

The Leadership Team at Gulf Coast High School delivers quality education for all through a focus on outcome based implementations and common purpose. One common element at GCHS is that across all curricula we are “all literacy teachers emphasizing reading and writing”. The leadership team also models, guides and implements PLC teams to utilize data-driven problem solving to assure student-learning gains.

***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***

Gulf Coast High School champions a data driven Multi-Tiers instructional approach in the delivery of a high quality core curriculum aligned with the Florida State Standards. The most essential part of Gulf Coast’s high quality education program is that the leadership team ensures and supports PLC teaching teams with database problem solving, common planning and accountability to ensure student growth. Gulf Coast High’s educational leaders optimize resources, allocations and instructional practices not limited to e.g., Differential instruction, Multi-Tiered Problem Solving, Continuous Improvement reviews, Lesson Studies, Positive Behavior School Supports. GCHS aligns evidence-based practices to inform instruction and interventions through some of the following: 1. Targeting data of grade level expectations, 2. Focus on increasing individual student growth, 3. Closing gaps in Reading, Algebra, Geometry, Biology and America History through probes and benchmarks. 4. Linking formative assessments to improve summative outcomes (Florida Standards Assessment, End-of-Course Exams, etc.)

Career Education participants are funded using Federal Perkins Grant, District FTE allocations, and State administered Industry Certification Funding. Accountability standards are established for CTE each school year based on the previous school years performance. Collier County students have met or exceeded all accountability standards for Academic Attainment Reading, Academic Attainment Math, Secondary Technical Skills, Secondary School Completion, Secondary Graduation, Secondary Placement, Non-traditional enrollment, and Non-traditional completion rate. Professional development activities will be implemented to upgrade the reading instruction skills of all Career Education teachers. Reading is integrated in all CE courses. Algebra and Geometry, is integrated into business education, construction, architectural, drafting and technology courses. Teachers are trained to address the needs of ELL and ESE students as needed. Each academy/program has curriculum integration strategies specific for each subject area. Teachers are also encouraged to complete additional endorsements in NG-CAR-PD and ELL. The district conducts NG-CAR-PD courses for CE teachers. Reading level 2 (fluent) students are able to complete their intensive reading requirement in

CE classes where the teacher has completed the CAR-PD endorsement. Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-paid opportunities are offered as Executive Internships. Each high school offers a Entrepreneurial Course which focuses on the skills required for success in planning and building a business. All Career Education courses offer third party industry certifications which match the instructional program. All CTE courses have established articulation agreements at both the state and local level to allow students to progress from secondary to post-secondary education programs. The district also offers Gold Standard Certifications in which students earn college credit for the completion of the certification.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kristen Welty	Teacher
Joy Gorence	Teacher
Deborah Wessman	Teacher
Joseph Mikulski	Principal
Valerie Anderson	Teacher
Jeff Brown	Parent
Jared Browning	Business/Community
Deirdre Clemons	Parent
Elaine Gates	Teacher
Ana Gilliam	Student
Linda Ginsberg	Parent
Joy Gorence	Teacher
John Hatch	Parent
David MacGregor Jr.	Business/Community
Kathy Macri	Education Support Employee
Lisa Mayer	Parent
Jean McMahan	Parent
Chris Mitchell	Parent
Beth Sommerfeld	Parent
David Teets	Parent
Tom Valesky	Business/Community
John Williams	Business/Community
Emily Dichio	Student
Carley Mambuca	Student
Jazmin Murillo	Student
Jenna Newton	Student
Emma Sabbaghzaden	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*

An analysis of student achievement and school performance data occurred at the August SAC meeting. The SAC reviewed 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.

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

The principal shared school wide student achievement data with the SAC members at the meeting on August 25, 2014 and target goals for this year. SAC members also discussed the development of the 2014-15 SIP plan in the last SAC meeting on August 25, 2014. The principal shared with SAC members that the staff was surveyed regarding the professional development that will be utilized during the school year.

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

A rough draft of the school's budget and plan was presented to the SAC members with an explanation of allocations and expenditures. The SAC was able to ask questions and offer suggestions for planning and budgeting which will be considered by the principal prior to finalizing the documents.

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

Last year the SAC had a minimal amount of money. The SAC decided to give the Media Center \$1,000 for student resources and roll over the money for 2014-2015. Generally, SAC members vote on allocating mini-grants to selected teacher projects.

Last year, school improvement funds were not awarded until late in the school year. The 2014-2015 SAC committee has a budget of around \$30,000 which will be discussed at upcoming meetings for projects during the year.

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

No

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

All SAC members are in compliance.

## Literacy Leadership Team (LLT)

### **Membership**

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

Name	Title
Benedict, Maria	Instructional Coach
Mikulski, Joe	Principal
Cox, Debbie	Assistant Principal
Bligh, Tom	Assistant Principal
Coleman, Missy	Assistant Principal
Sharp, Linda	Assistant Principal
Hylemon, Caroline	Instructional Coach
Maniscalco, Greg	Other
Kozak, Nicole	Other

## Duties

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

Increased rigor and improvement in writing skills in all content areas. Students will engage in cognitively complex activities that require active processing of information, e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc. and teachers will provide cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards.

## 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 . 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 30 minutes of team meeting time every afternoon. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern.

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

GCHS administrators work closely with our Human Resources Department in recruiting highly qualified effective teachers. Recruitment involves advertising, working with local colleges and universities with education degrees, and an annual recruitment fair. Our emphasis on a positive school climate and academic achievement make GCHS a school where teachers want to work. New teacher mentoring programs and frequent teacher observations with administrator feedback, support new teachers and assist with retention.

We attribute the retention to the positive culture and atmosphere of community that has been created. The staff has established relationships that prosper both within the building and after work hours. Each person holds himself responsible for creating the atmosphere that makes Gulf Coast High School a desirable place to work.

1. Professional Learning - regularly scheduled Professional Learning based on State and District initiatives, staff input, classroom observations and student data which will enable teachers to be successful in improving student achievement utilizing time during Faculty Meetings, Early Release Days, PLCs, etc.

2. Instructional Leadership - regularly scheduled grade level PLC meetings to collaboratively plan and receive embedded professional development from academic coaches. Quarterly meetings with administration are scheduled to support teachers in MTSS data analysis, instructional strategies development, and provide meaningful feedback.
3. New Teacher Support - Partner new teachers with a qualified mentor; coordinate meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instructions.
4. Empowering Teachers - Continue to build a supportive, collaborative culture that recognizes faculty efforts both formally and informally and involve teachers in meaningful decision making.

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

New teachers are paired with highly qualified, experienced teachers in the content area in order to provide positive role models and increase retention. The mentee and mentor will meet monthly to reflect, review, and provide feedback and support as needed. Peer observations with feedback are encouraged. Formal meetings are also provided for new teachers (called Teacher Connections) on a monthly basis and include topics such as Gradebook, Data Warehouse, Technology, etc. The rationale for the pairings is that the Mentor has a proven record of improving student achievement in primary grades. She has received clinical educator training and has supported new teachers successfully in the past.

## **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***

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 Professional Learning Communities 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***

The administration meets with PLC teams monthly to discuss instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of support to best meet the needs of students achieving at various levels. Exceptional Student Education teachers are used to support differentiation and accommodations.

***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:** 3,600

Language arts and math teachers use quality learning strategies for students who are at risk of failing a language arts or math subjects required for graduation through the Co-Enrollment Adult Ed Program.

In addition, our teachers spend many after school hours providing advanced studies students study sessions to prepare them for Advanced Placement and AICE exams.

#### ***Strategy Rationale***

As a result, students will complete requirements for graduation through credit recovery. AP and AICE students exam scores will result in college credit.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Cox, Debbie, [coxde@collierschools.com](mailto:coxde@collierschools.com)

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

Teachers submit time sheets and students' attendance sheets weekly to the Assistant Principal of Curriculum (APC). Students' grades and performance are monitored and instruction is differentiated and modified as needed.

### **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***

The school welcomes all new students to the GCHS community by hosting two parent orientation evenings—one in the spring and the other the week before school begins. Students and parents are introduced to the school campus, and are provided information regarding academic and extra curricular activities to help transition to their new school.

GCHS also offers a freshman orientation to all incoming freshmen the week prior to the start of school. Freshmen schedules are also available and upper classmen provide tours of the school. Juniors and seniors have the opportunity to attend a career fair in the spring introducing them to college, career, military and employment opportunities. GCHS provides many opportunities for students to meet with admission counselors, military recruiters, job-embedded training providers, and technical opportunities following graduation and school completion.

They also have opportunities to attend college/university recruitment seminars throughout the school year. The medical academy offers a rotation schedule in their last year where students participate in internships in three different medical areas such as a medical lab, a physical therapy office etc. A formal graduation ceremony celebrates the successful completion of high school and their post secondary transition.

Students identified as receiving exceptional student education (ESE) services receive various transition services. ESE students enrolled in the MC3 program are involved in a work program where they physically leave our campus three times per week and work at neighborhood businesses. This gives them work experience and teaches them job skills for their transition to post secondary employment opportunities.

THE ESE Department also works closely with the Office of Vocational Rehabilitation Services and the Agency for Persons with Disabilities. All ESE seniors have transition IEP meetings where students are referred to these two agencies. OVR offers job training, psychological testing, and financial assistance for postsecondary career training and college tuition and books. The Agency for Persons with Disabilities offers job training, community outings and independent living services.

Gulf Coast High School provides Career Experience programs for students with disabilities, as well as transition Individualized Education Plans, and cooperative Goodwill Industries paid internships.

## **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***

Counselors meet individually with each student to schedule academic and elective courses that dovetail with student's college/career/personal goals.

Students are encouraged to participate in school and district college recruitment presentations.

An annual career fair is held at Gulf Coast High with participants from postsecondary schools, local employers, and military recruiters. Students are encouraged to attend the annual career fair where they can meet with college admissions and career/technology personnel and potential employers.

This will help them select appropriate courses to match their postsecondary goals.

The Academy teachers have partnerships with local businesses that support their area of study and students are introduced to careers through field trips, guest speakers and internships.

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.

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the

students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county and in Southwest Florida.

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

Counselors meet individually with each student to schedule academic and elective courses that dovetail with student's college/career/personal goals.

Faculty use primary sources to assist students in relating to real-world experiences.

Elective (CTE) courses, field trips and guest speakers help students understand relevance between content and future personal/career/academic goals.

During the 2014-15 school year, an Entrepreneurship class will be offered to Juniors encouraging collaboration and development of business partnerships. Business community leaders will assist students in developing relevant business plans in addition to exposing them to various careers/career opportunities and real world experiences in the business community.

All CTE Frameworks are designed to help students see the relationships between subjects and the relevance to their future.

The following CTE courses are offered at GCHS during the 2014-15 school year:

Aerospace Technology, Allied Health, Food Production Services, Digital Design, Drafting, Sports Marketing, TV Production, Entrepreneurship, Photography, Journalism and Engineering.

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

GCHS is committed to offering a wide variety of college prep, Advanced Placement, AICE, honors and dual enrollment courses in all subject areas in addition to a wide selection of elective/career related courses. GCHS will offer dual enrollment opportunities for students at Florida Southwestern State College, Florida Gulf Coast University and on our high school campus.

GCHS will specifically focus on improving the quality of CTE programs and increasing opportunities and incentives for students to enroll in CTE programs and earn credentials such as industry certifications, degrees, or certificates.

The core curriculum courses, in addition to a wide variety of elective and CTE courses, will prepare students with core academic skills and relevant technical skills needed for high demand/high wage careers.

GCHS, in following the NAF guidelines, will continue to develop an Engineering Academy for the 2014-15 school year.

GCHS is a Phase 1 BYOD (Bring Your Own Device) school. Teachers will incorporate tools and resources of a world-wide network into the classrooms. Teachers will incorporate existing and emerging technology as a means to learn and thrive in the 21st Century and prepare our students for success toward their goals in the competitive global, electronic age.

The school counseling department provides four parent information nights each year highlighting graduation requirements, college admissions, postsecondary and scholarship opportunities.

GCHS provides a link on the school website to the district scholarship website.

GCHS provides information on the school website regarding Florida state university admissions requirements and information.

Administrators work with students/parents/counselors/SAC members/business and postsecondary organizations to select appropriate courses for the student population. GCHS will then offer courses relevant to students' goals, interests and talents. A wide variety of elective/career courses will be offered that are personally meaningful to students. Counselors meet individually with students to assist them in selecting appropriate courses for graduation and college/career goals.

GCHS offers remedial coursework during the school day and during the summer to assist students in achieving college ready scores and earning standard diplomas. GCHS offers alternative pathways for college ready scores through ACT/SAT and PERT scores. GCHS is an ACT test center so that students can feel comfortable in taking this college admission test at their district school. Tutoring for all students is offered during lunch by student members of the National Honor Society to help students with homework, concepts, tests and projects.

Administrators and faculty will regularly review data to drive instruction so that all students are making academic gains and are on track for graduation.

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected to meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate industry certifications assessments that lead to career and college readiness.

***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***

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP/AICE and Pre-Aice courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
- Focus on FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice

Counselors and administrators will monitor at risk students who are not on track for graduation.

Counselors will meet individually with each senior to develop a graduation plan, including college and scholarship information.

In terms of postsecondary plans, seniors graduating in 2013 reported that 56% planned to enroll in a four-year university and 31% planned to enrolled in a two-year community/state college.

439 seniors received Bright Futures Scholarships. The breakdown is as follows:

Florida Academic Scholars 35

Florida Medallion Scholars 41

Gold Seal Vocational Scholar 25

Scholarships

Bright Futures \$873,000

Community \$115,000

College/University \$1,176,800

Total \$2,165,400

## 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 teachers will recognize student differences by differentiating instruction through content, process, product and/or learning environment then all student needs will be met and achievement will increase.
  
- G2.** If teachers across all content areas gain understanding of literacy skills, plan for integration of strategies into their content, and implement plans with fidelity, then student achievement across content areas will improve.
  
- G3.** If teachers utilize rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning, then school wide student achievement gains will increase.

## 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 teachers will recognize student differences by differentiating instruction through content, process, product and/or learning environment then all student needs will be met and achievement will increase. 1a

G040221

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Academic Coaches, District Coordinators, Staff Development Opportunities, Textbooks, Techbooks, Unique Learning System, Instructional technology

**Targeted Barriers to Achieving the Goal** 3

- Teachers have not been trained to/do not differentiate content, process, product or the learning environment and the implications for grading student work.

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

Lesson Plans, Instructional Activities

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Common Assessments Monitoring of Lesson Plans Student Academic Success, Reports from iObservation

**G2.** If teachers across all content areas gain understanding of literacy skills, plan for integration of strategies into their content, and implement plans with fidelity, then student achievement across content areas will improve. 1a

G040222

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Academic Coaches, District Coordinators, Staff Development Opportunities, Textbooks, Techbooks, Unique Learning System, Instructional technology

**Targeted Barriers to Achieving the Goal** 3

- Teachers are not trained to be reading and writing instructors.

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

Lesson Plans  
CTEM observations  
Student writing folders  
Student Portfolios/journals  
PLC Minutes

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Common Assessments iObservation Reports Student academic success

**G3.** If teachers utilize rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning, then school wide student achievement gains will increase. 1a

G040223

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	83.0
FCAT 2.0 Science Proficiency	85.0

**Resources Available to Support the Goal** 2

- Academic Coaches, Textbooks, Techbooks, Unique Learning System, Instructional Technology, Curriculum Guides, Angel, District Coordinators

**Targeted Barriers to Achieving the Goal** 3

- Student work does not demonstrate high level of cognitive complexity that is aligned to Florida State Standards.

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

Lesson plans  
CTEM observations  
PLC minutes  
Student writing folders  
Student iPortfolios/journals

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Monitoring Lesson Plans Reports from iObservation

## 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 teachers will recognize student differences by differentiating instruction through content, process, product and/or learning environment then all student needs will be met and achievement will increase. **1**

 G040221

**G1.B1** Teachers have not been trained to/do not differentiate content, process, product or the learning environment and the implications for grading student work. **2**

 B097266

**G1.B1.S1** Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs) Providing Clear Learning Goals and Scales, Tracking Student Progress, Communicating Value and Respect for Low Expectancy Students, Asking Questions of Low Expectancy Students, Probing Incorrect Answers with Low Expectancy Students **4**

 S108470

### Strategy Rationale

#### Action Step 1 **5**

Providing professional development opportunities that address multiple assignments within each unit, tailored for students of different levels of achievement.

#### Person Responsible

Debbie Cox

#### Schedule

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

#### Evidence of Completion

Lesson Plans, CTEM observations, PLC notes, Common Assessments, Classroom, Reports from Achieve 3000 and FAIR

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

Lesson plans  
Instructional activities  
Data

**Person Responsible**

Debbie Cox

**Schedule**

On 6/4/2015

***Evidence of Completion***

Instructional activities Common Assessments Student Achievement

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

Lesson Plans  
instructional Activities

**Person Responsible**

Debbie Cox

**Schedule**

On 6/4/2015

***Evidence of Completion***

Common Assessments Student achievement Monitoring of Lesson Plans

**G2.** If teachers across all content areas gain understanding of literacy skills, plan for integration of strategies into their content, and implement plans with fidelity, then student achievement across content areas will improve. 1

G040222

**G2.B1** Teachers are not trained to be reading and writing instructors. 2

B097267

**G2.B1.S1** Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g., Florida State Standards: Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching, etc. 4

S108471

### Strategy Rationale

#### Action Step 1 5

Professional development in Cornell Notes, T.H.I.E.V.E.S., Higher Order questions, and Informational text used for close readings that can be monitored through lesson plans and instructional activities.

#### Person Responsible

Debbie Cox

#### Schedule

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

#### Evidence of Completion

Lesson Plans CTEM Observations Common Assessments

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

Lesson Plans  
Instructional activities  
Student Writing Folders  
Student iPortfolios/Journals

#### Person Responsible

Debbie Cox

#### Schedule

On 6/4/2015

#### Evidence of Completion

Common Assessments Instructional activities Student Writing Folders Student iPortfolios/  
Journals

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

Lesson Plans in all content areas  
CTEM observations  
Student writing folders  
Student iPortfolios/journals

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Common Assessment iObservation Reports Quarterly monitoring of iPortfolios

**G3.** If teachers utilize rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning, then school wide student achievement gains will increase. 1

 G040223

**G3.B1** Student work does not demonstrate high level of cognitive complexity that is aligned to Florida State Standards. 2

 B097268

**G3.B1.S1** Teachers will engage students in work characterized by cognitively complex tasks that is aligned to Florida State Standards. 4

 S108472

**Strategy Rationale**

**Action Step 1 5**

Professional development addressing cognitive complexity monitored by administrators who will provide focused feedback.

**Person Responsible**

Debbie Cox

**Schedule**

Quarterly, from 9/2/2014 to 4/30/2015

**Evidence of Completion**

Lesson Plans CTEM Observations

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

Lesson Plans  
 CTEM observations

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Common Assessments

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

Lesson Plans  
 CTEM observations  
 PLC Minutes  
 Student writing folders  
 Student iPortfolios/journals

**Person Responsible**

Debbie Cox

**Schedule**

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

**Evidence of Completion**

Monitoring of Lesson Plans Monitoring iObservation Reports

**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	Providing professional development opportunities that address multiple assignments within each unit, tailored for students of different levels of achievement.	Cox, Debbie	8/18/2014	Lesson Plans, CTEM observations, PLC notes, Common Assessments, Classroom, Reports from Achieve 3000 and FAIR	6/4/2015 quarterly
G2.B1.S1.A1	Professional development in Cornell Notes, T.H.I.E.V.E.S., Higher Order questions, and Informational text used for close readings that can be monitored through lesson plans and instructional activities.	Cox, Debbie	8/18/2014	Lesson Plans CTEM Observations Common Assessments	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Professional development addressing cognitive complexity monitored by administrators who will provide focused feedback.	Cox, Debbie	9/2/2014	Lesson Plans CTEM Observations	4/30/2015 quarterly
G1.MA1	Lesson Plans, Instructional Activities	Cox, Debbie	8/18/2014	Common Assessments Monitoring of Lesson Plans Student Academic Success, Reports from iObservation	6/4/2015 quarterly
G1.B1.S1.MA1	Lesson Plans instructional Activities	Cox, Debbie	8/18/2014	Common Assessments Student achievement Monitoring of Lesson Plans	6/4/2015 one-time
G1.B1.S1.MA1	Lesson plans Instructional activities Data	Cox, Debbie	8/18/2014	Instructional activities Common Assessments Student Achievement	6/4/2015 one-time
G2.MA1	Lesson Plans CTEM observations Student writing folders Student Portfolios/journals PLC Minutes	Cox, Debbie	8/18/2014	Common Assessments iObservation Reports Student academic success	6/4/2015 quarterly
G2.B1.S1.MA1	Lesson Plans in all content areas CTEM observations Student writing folders Student iPortfolios/journals	Cox, Debbie	8/18/2014	Common Assessment iObservation Reports Quarterly monitoring of iPortfolios	6/4/2015 quarterly
G2.B1.S1.MA1	Lesson Plans Instructional activities Student Writing Folders Student iPortfolios/Journals	Cox, Debbie	9/2/2014	Common Assessments Instructional activities Student Writing Folders Student iPortfolios/Journals	6/4/2015 one-time
G3.MA1	Lesson plans CTEM observations PLC minutes Student writing folders Student iPortfolios/journals	Cox, Debbie	8/18/2014	Monitoring Lesson Plans Reports from iObservation	6/4/2015 quarterly
G3.B1.S1.MA1	Lesson Plans CTEM observations PLC Minutes Student writing folders Student iPortfolios/journals	Cox, Debbie	8/18/2014	Monitoring of Lesson Plans Monitoring iObservation Reports	6/4/2015 quarterly
G3.B1.S1.MA1	Lesson Plans CTEM observations	Cox, Debbie	8/18/2014	Common Assessments	6/4/2015 quarterly

## 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 teachers will recognize student differences by differentiating instruction through content, process, product and/or learning environment then all student needs will be met and achievement will increase.

**G1.B1** Teachers have not been trained to/do not differentiate content, process, product or the learning environment and the implications for grading student work.

**G1.B1.S1** Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (\*ESE, ELL, 504, Gifted, and other demonstrated needs) Providing Clear Learning Goals and Scales, Tracking Student Progress, Communicating Value and Respect for Low Expectancy Students, Asking Questions of Low Expectancy Students, Probing Incorrect Answers with Low Expectancy Students

### PD Opportunity 1

Providing professional development opportunities that address multiple assignments within each unit, tailored for students of different levels of achievement.

#### Facilitator

Deborah Cox

#### Participants

Teachers

#### Schedule

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

**G2.** If teachers across all content areas gain understanding of literacy skills, plan for integration of strategies into their content, and implement plans with fidelity, then student achievement across content areas will improve.

**G2.B1** Teachers are not trained to be reading and writing instructors.

**G2.B1.S1** Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g., Florida State Standards: Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching, etc.

### **PD Opportunity 1**

Professional development in Cornell Notes, T.H.I.E.V.E.S., Higher Order questions, and Informational text used for close readings that can be monitored through lesson plans and instructional activities.

#### **Facilitator**

Maria Benedict

#### **Participants**

Teachers

#### **Schedule**

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

**G3.** If teachers utilize rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning, then school wide student achievement gains will increase.

**G3.B1** Student work does not demonstrate high level of cognitive complexity that is aligned to Florida State Standards.

**G3.B1.S1** Teachers will engage students in work characterized by cognitively complex tasks that is aligned to Florida State Standards.

### **PD Opportunity 1**

Professional development addressing cognitive complexity monitored by administrators who will provide focused feedback.

#### **Facilitator**

Reading Coach

#### **Participants**

Instructional Personnel

#### **Schedule**

Quarterly, from 9/2/2014 to 4/30/2015