

Collier County Public Schools

Golden Gate Middle School



2019-20 School Improvement Plan

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Golden Gate Middle School

2701 48TH TER SW, Naples, FL 34116

[no web address on file]

Demographics

Principal: Valerie Hernandez

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hernandez, Valerie	Principal	As instructional leader, Ms. Hernandez has many responsibilities. One of her main responsibilities is ensuring that staff is highly qualified and receiving appropriate professional development opportunities.
Burton, Eugenia	Assistant Principal	Ms. Burton is responsible for building the master schedule, assessments, and ensuring implementation of curriculum.
Coloma, Ashley	Assistant Principal	Ms. Coloma is responsible for Attendance and Discipline and assists in the training and implementation of the schoolwide PBIS program as well as school safety procedures.
Higgins, Jane	Instructional Coach	Our instructional coaches evaluate school core content standards/program needs and provide content based professional development and guidance, as well as individual assistance and mentoring as needed.
Schick, Kacey	Instructional Coach	Our instructional coaches evaluate school core content standards/program needs and provide content based professional development and guidance, as well as individual assistance and mentoring as needed.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	368	384	383	0	0	0	0	1135
Attendance below 90 percent	0	0	0	0	0	0	38	56	54	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	67	81	77	0	0	0	0	225
Course failure in ELA or Math	0	0	0	0	0	0	111	109	159	0	0	0	0	379
Level 1 on statewide assessment	0	0	0	0	0	0	141	130	132	0	0	0	0	403

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	117	106	134	0	0	0	0	357

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year									3	4	0	0	0	7
Students retained two or more times									0	2	0	0	0	2

FTE units allocated to school (total number of teacher units)

68

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	16	22	28	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	25	55	50	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	140	89	2	0	0	0	0	231
Level 1 on statewide assessment	0	0	0	0	0	0	133	109	118	0	0	0	0	360

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	30	35	0	0	0	0	90

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	16	22	28	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	25	55	50	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	140	89	2	0	0	0	0	231
Level 1 on statewide assessment	0	0	0	0	0	0	133	109	118	0	0	0	0	360

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	25	30	35	0	0	0	0	90

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	59%	54%	45%	61%	53%
ELA Learning Gains	55%	55%	54%	54%	59%	54%
ELA Lowest 25th Percentile	49%	45%	47%	46%	50%	47%
Math Achievement	66%	69%	58%	65%	71%	58%
Math Learning Gains	65%	62%	57%	68%	67%	57%
Math Lowest 25th Percentile	62%	57%	51%	63%	62%	51%
Science Achievement	44%	55%	51%	48%	60%	52%
Social Studies Achievement	65%	75%	72%	55%	74%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	368 (0)	384 (0)	383 (0)	1135 (0)
Attendance below 90 percent	38 (16)	56 (22)	54 (28)	148 (66)
One or more suspensions	67 (25)	81 (55)	77 (50)	225 (130)
Course failure in ELA or Math	111 (140)	109 (89)	159 (2)	379 (231)
Level 1 on statewide assessment	141 (133)	130 (109)	132 (118)	403 (360)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	56%	-17%	54%	-15%
	2018	40%	56%	-16%	52%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	44%	55%	-11%	52%	-8%
	2018	40%	54%	-14%	51%	-11%
Same Grade Comparison		4%				
Cohort Comparison		4%				
08	2019	46%	58%	-12%	56%	-10%
	2018	47%	63%	-16%	58%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	61%	-10%	55%	-4%
	2018	60%	62%	-2%	52%	8%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	66%	66%	0%	54%	12%
	2018	61%	67%	-6%	54%	7%
Same Grade Comparison		5%				
Cohort Comparison		6%				
08	2019	42%	36%	6%	46%	-4%
	2018	47%	43%	4%	45%	2%
Same Grade Comparison		-5%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	52%	-13%	48%	-9%
	2018	44%	56%	-12%	50%	-6%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	72%	-13%	71%	-12%
2018	53%	70%	-17%	71%	-18%
Compare		6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	67%	22%	61%	28%
2018	90%	67%	23%	62%	28%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	47	41	42	56	53	27	42			
ELL	27	50	52	54	60	62	19	44	76		
BLK	49	54	49	64	61	56	39	67	78		
HSP	47	56	48	65	66	63	45	65	77		
MUL	67	33		75	58						
WHT	47	60		69	70	64	58	76	69		
FRL	46	56	49	65	65	61	41	66	76		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	38	35	34	42	35	15	26			
ELL	19	49	45	37	60	67	24	32	90		
BLK	43	54	45	64	69	68	46	66	87		
HSP	46	55	46	65	68	63	49	53	90		
MUL	53	67		73	73						
WHT	40	40	50	58	63	54	42	39			
FRL	45	54	45	65	68	63	48	55	90		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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

Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Golden Gate Middle School performed the lowest on Science Achievement (44%), with the state percentage at 51% and the district at 55%. Factors contributing to performance in this area include losing a very experienced science teacher, the addition of two science teachers who were new to the curriculum, and a decline in proficiency levels of SWD and ELL students. Trend data shows that there was a decline in Science Achievement at state and district levels as well.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science Achievement showed the greatest decline from the prior year (48% to 44%). Factors contributing to performance in this area include losing a very experienced science teacher, the addition of two science teachers who were new to the curriculum, and a decline in proficiency levels of SWD and ELL students. Trend data shows that there was a decline in Science Achievement at state and district levels as well.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Math Lowest 25th Percentile had the greatest gap when compared to the state average with Golden Gate Middle's average at 62% and the state average at 51%. Factors contributing to scoring above the state average include placement of strong content area teachers with lowest performing students, an increased focus on teacher understanding of how standards are assessed, and utilization of digital resources (ALEKS).

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement was the data component showing the most improvement with 55% in SY 2018 and 65% in SY 2019. Factors contributing to improvement in the area of Social Studies Achievement include the addition of a social studies teacher with experience in working with SWD students, the addition of an inclusion teacher in some Civics classes to provide support to students with disabilities (SWD), and increased use of district provided digital resources (PrepWorks).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern include the number of students at Level 1 on statewide assessment and course failures in ELA or math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Decrease the percentage of level 1s and 2s on by 3% and increase the percentage of level 4s and 5s by 3% on FSA ELA
2. Decrease the percentage of level 1s and 2s by 3% and increase the percentage of

level 4s and 5s by 3% on the Civics EOC.

3. Decrease the percentage of level 1s and 2s by 3% and increase the percentage of level 4s and 5s by 3% in the state science assessment.

4. Decrease the percentage of level 1s and 2s by 3% and increase the percentage of level 4s and 5s by 3% on FSA Math

5. Decrease the number of disciplinary office referrals by 15%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency on state assessments
Rationale	Although GGM demonstrated an increase in proficiency levels on most state assessments, we are still below the district and/or state averages for schools of similar type. With a focus on increasing proficiency levels in tested areas, student learning and success will be impacted in other content areas as well.
State the measureable outcome the school plans to achieve	The percentage of level 1s and 2s will decrease by 3% and the percentage of 4s and 5s will increase by 3% on FSA ELA, FSA Math, Civics EOC, and NGSSS Science.
Person responsible for monitoring outcome	Valerie Hernandez (hernav1@collierschools.com)
Evidence-based Strategy	The process of analyzing student data to plan for and implement instruction will be ongoing. The use of data from teacher and district created assessments and district provided digital resources will guide instruction/remediation.
Rationale for Evidence-based Strategy	The master schedule allows for common planning among core content area teachers to plan for instruction, share best practices, and create/analyze formative and summative assessments. Content area PLCs are scheduled to allow for analyzing of district assessment data and district provided digital resource data.
Action Step	
Description	<ol style="list-style-type: none"> 1. The master schedule will reflect common planning by grade/content level and common planning groups will submit lesson plans in Office 365. 2. Content area common planning groups will share instructional strategies aligned with grade level/content area standards. 3. Administrators will conduct observations on a regular basis and provide focused feedback using the Marzano Focused Teacher Evaluation Model. 3. Content area PLCs will meet monthly to review district assessment and/or district digital resource data. 4. The administrative team will review grades, lesson plans, assessment data, and digital resource data. 5. The administrative and leadership teams will analyze district assessment data to determine key adjustments, improvement strategies, and supports. 6. Core teachers will engage students in monitoring their own academic progress using Academic Vital Statistics. 7. Student Success Plans will be created and implemented for students with 2 or more early warning indicators in the areas of a grades and state assessment scores. 8. A new resource teacher position has been added; this teacher will support teachers/students in our sheltered English Language Learners (ELL) program. 9. Use of student planner to reinforce student academic progress monitoring.

Person Responsible Valerie Hernandez (hernav1@collierschools.com)

#2

Title Decrease the number of disciplinary office referrals by 15%

Rationale The number of disciplinary office referrals increased from in SY 18-19 to SY 19-20. Increased disciplinary referrals leads to increased student time out of the classroom which impacts student learning and success.

State the measureable outcome the school plans to achieve Our goal is to decrease the number of disciplinary office referrals by 15%.

Person responsible for monitoring outcome Ashley Coloma (coloma@collierschools.com)

Evidence-based Strategy Staff members will receive professional development on the progression of discipline to assure office referrals are written only when they align with the progression of discipline as well as on strategies for incorporating Positive Behavior Support in the classroom.

Rationale for Evidence-based Strategy Data indicates that some referrals written last year did not align with the established progression of discipline. A better understanding of acceptable versus non-acceptable uses of referrals will limit the number of unnecessary referrals written. Increased use of Positive Behavior Support strategies in the classroom will lead to fewer behavior incidences, and as a result, fewer referrals written.

Action Step

Description

1. Provide staff with professional development on the use of FOCUS for recording of discipline occurrences.
2. Provide staff with professional development Positive Behavior Support Strategies to use in the classroom.
3. Use of student planner to reinforce positive character traits.
4. Communicate errors and re-teach procedures when referrals are written that do not adhere to the established progression of discipline.
5. Teachers will engage students in monitoring their own attendance and discipline using Academic Vital Statistics.
6. Student Success Plans will be created and implemented for students with 2 or more early warning indicators in the areas of attendance and discipline.

Person Responsible Ashley Coloma (coloma@collierschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

no additional goals

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Building relationships and understanding other cultures is paramount to us at Golden Gate Middle School. The School Advisory Council and PTO, along with teacher committees institute various ways for our students to celebrate and learn. We use the PBIS (Positive Behavior Intervention and Support) system for team building and rewards. We have family events such as our fall festival and multicultural festival wherein families and community members are encouraged to come to school to celebrate. We also conduct workshops on relationship building, goal setting, and provide intervention time during class.

PFEP Link

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

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

Golden Gate Middle School counselors are available to all students on campus. Each child has a counselor assigned to him or her who begins to build a relationship with that student based on individual needs. Additionally, highly qualified case managers are assigned to manage the unique needs of students who require additional support to be successful both socially/emotionally as well as academically and a school psychologist is available to help identify and support students with social/emotional needs as well.

Throughout the school year principal, Valerie Hernandez, will address social-emotional learning (SEL) goals with staff, with particular focus on the use of Panorama, We Dine Together, and Handle With Care.

Panorama, an online platform for social-emotional learning (SEL) student surveys and data analytics, will be used to provide our staff with data to see how students are developing key social-emotional learning skills. Reports will help teachers and counselors identify students who need additional support and pair them up with peers based on similar or complementary strengths.

The "We Dine Together" (WDT) club will continue this year to help cultivate a culture of inclusivity. With We Dine Together, student leaders will make it a priority to create a positive social atmosphere on campus. For a new incoming student, the club will serve as a welcoming committee. To others, WDT will serve as a safe haven or space where students

can be themselves without fear of rejection.

As counselors/school psychologist become aware that a student is experiencing or has recently experienced a significant social or emotional event, they will notify staff who are in contact with the student to "Handle With Care". Although details of the event are not shared with staff, the Handle With Care status will signal them to be more aware of the student's behavior and social/emotional needs.

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

Students are provided an orientation and an opportunity to tour the campus prior to their enrollment.

Transitioning groups (from elementary to middle and from middle to high) are provided with course

selection orientation information, course completion requirements, Positive Behavior Supports/behavioral expectations, and general procedures information. Individual and/or small group transition meetings are also provided for special needs students to ensure that their transition is seamless. Sixth graders and new students are provided with the opportunity to tour the campus in August prior to the start of school. Grade level meetings are held at the beginning of the school year to familiarize students with expectations.

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

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C 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 II Part A and Reading Categorical to

fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

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.

Naviance is an online platform used to provide students, parents, and staff with numerous tools to support College and Career Readiness. It provides one location for students to upload documents, complete tasks, and explore careers and potential post-secondary options.

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.

To promote an interest in pursuing post secondary education and to assist in on-going career exploration and planning, all 7th grade students participate in a district designed and facilitated College and Career Readiness Experience. Students complete an interest inventory and view five video workshop modules on the topics of: High School Planning, Career and Technical Education, Scholarships and Financial Aid, College Majors and Campus Life, and High School Opportunities in the Arts. The culminating event of the experience is a tour of a local university campus.

Golden Gate Middle School offers Automation and Robotics, Entrepreneurship, and Design and Modeling has been added for the 2019-20 school year. High school level CTE courses are offered as well and teachers for these courses are provided with district wide professional development annually. Programs of Study are revised annually to reflect the current employment outlook for all programs.

Part V: Budget

1	III.A	Areas of Focus: Increase proficiency on state assessments				\$476,846.14
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.18	\$12,363.20
			<i>Notes: Resource Teacher</i>			
	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$32,279.79
			<i>Notes: ELL Spanish Tutor</i>			

	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$34,121.45
			<i>Notes: ELL Spanish Tutor</i>			
	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$32,279.79
			<i>Notes: ELL Creole Tutor</i>			
	6100	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.25	\$16,611.34
			<i>Notes: Counselor</i>			
	6100	160-Other Support Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.5	\$16,692.39
			<i>Notes: Parent Involvement Assistant</i>			
	6400	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$92,546.09
			<i>Notes: Reading Coach</i>			
	6400	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$73,449.56
			<i>Notes: TSA Math Coach</i>			
	6400	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.5	\$34,342.24
			<i>Notes: TSA Science Coach</i>			
	5100	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$41,615.82
			<i>Notes: Resource Teacher</i>			
	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$33,128.13
			<i>Notes: Spanish Tutor</i>			
	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	1.0	\$42,132.69
			<i>Notes: Creole Tutor</i>			
	5100	510-Supplies	0321 - Golden Gate Middle School	Title, I Part A		\$7,191.86
	5900	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A		\$4,959.62
			<i>Notes: After school tutoring for STEAM initiative and NGSSS test</i>			
	6150	510-Supplies	0321 - Golden Gate Middle School	Title, I Part A		\$3,132.17
			<i>Notes: Family Engagement Supplies - School Planner</i>			
2	III.A	Areas of Focus: Decrease the number of disciplinary office referrals by 15%				\$93,932.52
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6100	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.25	\$16,611.34
			<i>Notes: Counselor</i>			
	6100	160-Other Support Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.5	\$16,692.40
			<i>Notes: Parent Involvement Assistant</i>			
	6400	130-Other Certified Instructional Personnel	0321 - Golden Gate Middle School	Title, I Part A	0.5	\$41,615.83
			<i>Notes: Resource Teacher</i>			
	5100	150-Aides	0321 - Golden Gate Middle School	Title, I Part A	0.5	\$15,880.79
			<i>Notes: General Assistant</i>			
	6150	510-Supplies	0321 - Golden Gate Middle School	Title, I Part A		\$3,132.16
			<i>Notes: Family Engagement Supplies - School Planner</i>			
					Total:	\$570,778.66