

Alachua County Public Schools

Gainesville High School



2016-17 Schoolwide Improvement Plan

Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

<https://www.sbac.edu/gainesville>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>44%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>56%</p>

School Grades History

Year Grade	2015-16	2014-15	2013-14	2012-13
	B	A*	A	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Alachua - 0151 - Gainesville High School - 2016-17 SIP
Gainesville High School

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gainesville High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Gainesville High School is to provide students with an appreciation of their intrinsic value and to develop within them the skills, knowledge, and curiosity which will enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

Beliefs:

1. Our school's priority is student learning.
2. Our students have the capacity to learn the skills and concepts necessary to become productive citizens which will enable them to become confident, self-directed, life long learners.
3. Student learning improves in a safe, comfortable environment.
4. A partnership between families, the school and community benefits all students.
5. Diversity increases students' understanding of other people and cultures.

b. Provide the school's vision statement.

Gainesville High School is committed to challenging all students to achieve their highest potential.

2. School Environment

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

Gainesville High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate to grade levels, including but not limited to:

- *History of Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

*Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

*Provide professional development training and support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in

classroom settings.

*Provide professional development to staff on increasing positive interactions with students.

*Teachers will use the first week of school to review school-wide expectations and give examples and non examples of inappropriate behavior in reference to interpersonal interactions between students and between teachers and students.

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

-Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence.

-Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

-Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

-Provide safe places for students to go after school such as tutoring and extra curricular activities.

c. 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.

All stakeholders had a chance to contribute to the school-wide behavioral system through the stakeholder surveys. A group of faculty members, administrators and community members were also on the committee to create the Gainesville High School Expectations.

- Come Prepared
- Arrive on Time
- Neglect Your Text
- Expect to Learn
- Show Respect

Teachers are trained in positive behavior strategies at the beginning of each school year to ensure everyone is on the same page and that the system is fairly and consistently enforced. Deans consistently follow the Alachua County Public Schools District student code of conduct when consequences are required. Reinforcement of these classroom management strategies are maintained through the classroom management and an improved instructional professional learning community.

Students are also rewarded for appropriate behavior through the Gainesville High School "Student of the Week Program." These students are caught by staff members exhibiting the school-wide Canes Expectations and are recognized on the school announcements. These students also receive prizes such as tickets to GHS sporting events, gift cards and GHS paraphernalia. Teachers will attempt to make references to behavioral expectations when providing students with positive feedback ("You showed that your were expecting to learn by initiating discussion topics".)

Teachers attend a GHS discipline expectations workshop at the start of the school year which outlines the GHS behavior expectations for the entire faculty and staff so discipline is fair and consistent.

Students attend a discipline assembly which provides the students with the GHS behavioral expectations and students are able to ask questions which clarify rules and procedures.

d. 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.

*At risk students are identified and served through the student services program. The student services committee meets on a routine basis through each grade level to discuss students classroom strategies and remove barriers to academic and social success. Teachers, Administrators, Deans and Counselors are asked to mentor 3-4 at risk students throughout the school year which requires them to meet individually with these students on a weekly basis to provide mentoring and help with everyday issues. Students are also taken on field trips which include information about college programs and technical programs. A parent night is held each semester to engage the parents of these students in their child's education. Assistance is provided to parents in signing up for parent portal, review of graduation requirements and how to access teacher websites through the school website.

Pupil services also include checks on students, assessing their school engagement and learning through close monitoring of their attendance, behavior, and grades; connecting with students while offering individualized intervention in partnership with school personnel, families, and community service providers.

* The Gainesville High School Advocacy Program was started on the Gainesville High School Campus during the 2015-2016 school year. Each teacher serves as an advocate for their first period class to ensure increased school personnel's interaction with individual students in order to build strong relationships and serve as an advocate for students. Time is provided after the morning announcements for teachers to review student grades; show students how to access student portal; make sure students have student portal usernames and passwords while also assisting students in solving issues.

*Gainesville High School has partnered with additional outside agencies who have cooperative agreements or are on campus. (Peer Assistance Leadership Program (PALs), Meridian Behavioral Health Care, CDS Family and Behavioral Health Services.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

We will increase parental involvement at our school by:

- *soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- *ensuring non-threatening methods of introducing parents to teachers and administrators during events such as open house and curriculum night;
- *offering professional development to school personnel concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- *providing positive notes, letters and phone calls home;
- *sign parents up for parent portal access;
- *keep the school website updated with pertinent information;
- *provide interactive tutorials during open house and all parent nights to parents who are unfamiliar with parent portal and other forms of educational technology;
- *provide parents with after school workshops which explain interpretation of statewide assessment data. For example, how to interpret FSA ELA assessment data;
- *develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-attendance culture through the eight components of college and career readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college career assessment, affordability planning, admissions and transitions into post-secondary), while also developing growth mindsets in students.

2. 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.

Gainesville High School seeks out partnerships with local community leaders. Many local businesses and organizations provide both financial support and volunteer support to assist our school and community. Numerous businesses donate resources to the school and individual school organizations throughout the year. These businesses receive advertising in the newsletter and at events. This money goes to directly support student groups and other needs at GHS. The University of Florida and Sante Fe College provides a number of student volunteers and mentors for our Gainesville High School students.

Gainesville High School has a very strong alumni base. Many efforts are made to incorporate alumni groups and educate them about the current state of the school. Alumni groups are given access to the school during reunions on weekends and often a personal tour from the principal or athletic director. Many groups have donated money back to the school and are recognized at large school events such as sporting events. For example, the class of 1966 provides a yearly scholarship to a Gainesville High School student in the name of their English teacher.

These funds and resources are used for many needs. Efforts are currently underway to raise significant funds to help improve the appearance of the school. (ex. painting and new flowers/plants)

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Shelnutt, David	Principal
Jones, Darin	Assistant Principal
Testa, Michael	Assistant Principal
Long, Detra	Teacher, K-12
Solito, Kathleen	Teacher, K-12
Shuping, Erik	Teacher, K-12
McLeod, Lisa	Teacher, K-12
Santelli, Francisco	Teacher, K-12
Lewerenz, Steve	Other
Palmer, George	Teacher, K-12
Jones, Lynn	Psychologist
Mercer, Kenneth	Guidance Counselor
Slattery, Terri	Teacher, ESE
Fields, David	Teacher, K-12
Scott, William	Assistant Principal

b. Duties

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

David Shelnutt, Principal: Provides overall school leadership and serves as our instructional leader. He guides our leadership team and makes sure we are on the right track in accomplishing our school wide goals. Oversees the school wide data analysis system and adjust curriculum if needed.

William Scott, Assistant Principal:provides instructional feedback to teachers to improve classroom instruction. Reviews school wide data with team and makes suggestions on the best way to use data to increase student achievement. Reviews attendance data and discipline data and provides information on improving discipline and attendance to the leadership team. Uses school wide data to provide professional learning communities which increase teacher collaboration and use of best practices. Makes sure teachers are following the scope and sequence.

Mike Testa: provides instructional feedback to teachers to improve classroom instruction. Oversees the school wide curriculum. Works closely with each department to provide guidance on scheduling and interpreting state curriculum. Uses school wide data to provide professional learning communities which increase teacher collaboration and use of best practices. Also makes sure teachers are following the scope and sequence.

Darin Jones, Assistant Principal for Students Services: Oversees and guides the overall operation of the Rtl process. He provides leadership to the team information on using Rtl data for appropriate decision making at Gainesville High School. Mr. Jones communicates with parents and faculty regarding the Rtl process and how to best serve students through ESE programs. Provides instructional feedback to teachers to improve classroom instruction. Uses school wide data to provide professional learning communities which increase teacher collaboration and use of best practices. Oversees Guidance Counselors and programs which provide assistance in mental health counseling, pupil progression and post secondary services. Also makes sure teachers are following the scope and sequence.

Steve Lewerenz, Speech Therapist: Educates team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Lynn Jones, School Psychologist: Interprets student data and makes suggestions on the best programs and interventions for students.

Terri Slattery, ESE Teacher: Interprets student data and uses data to write and monitor Individual Education Plans. Also, works closely with administration to make sure ESE students are scheduled into the correct classes.

Ken Mercer, School Counselor: Provides expertise on the appropriate role of student services personnel in assessment and provision of services to students and parents. Provides or arranges for appropriate student services interventions both academic and mental health. Also leads school in monitoring pupil progression.

Kathleen Solito, English Teacher (Department Chair): Provides information on English core instruction and the curriculum to her department. Also, provides team with insight on progress monitoring and how to best use data to improve instruction. Supervises English Department in providing Tier 2 and Tier 3 interventions when necessary.

Detra Long, Mathematics Teacher (Department Chair): Provides information on core instruction and curriculum to her department. Provides information on how to use progress monitoring to improve instruction within her department. Supervises math department in providing Tier 2 and Tier 3 interventions when necessary.

George Palmer, Social Studies Teacher (Department Chair): Provides information on core instruction and curriculum to his department. Provides team with insight on progress monitoring and how to best use data to improve instruction. Supervises social studies department in providing Tier 2 and Tier 3 interventions when necessary.

Erik Shuping, Science Teacher (Department Chair): Provides information on core instruction and curriculum to his department. Provides team with insight on progress monitoring and how to best use data to improve instruction. Supervises science department on providing Tier 2 and Tier 3 interventions when necessary.

Lisa McLeod, Reading Teacher: Provides team with insight on FSA ELA reading progress monitoring and how to best use data to improve instruction.

Francisco Santelli, English Teacher: Provides team with insight on FSA ELA writing progress monitoring and how to best use data to improve instruction.

David Fields, Social Studies Teacher: Provides team with insight on best strategies to incorporate writing strategies in Social Studies and Science.

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

The leadership team will meet on a monthly basis to monitor the effectiveness of the MTSS and Rtl programs. Core instruction is reviewed by the leadership team through progress monitoring. (AIMS Assessments) The team will advise the Principal concerning resource allocations, teacher support systems, and small group and individual student needs and if the programs need to be modified.

Instructional data and behavioral data will be used to plan professional development opportunities. Teachers are encouraged to take leadership roles.

All of the funds for the Title X Homeless program are derived from the school district. The district has a homeless advocate who works closely with the schools to provide services to homeless students and their families. Nutrition programs are also run through our district. Our CTE programs receive a budget from the district. These district funds are used to run programs such as our Academy of Health Professions, career technical programs and Hospitality/Tourism Program. Job training programs fall under our Exceptional Student Education program which are run through the district. All federal, state and local funding is used to fund these programs. Perkins funds are used to buy new equipment for these program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
David Shelnutt	Principal
Janine Plavac	Teacher
Katie Rohan	Education Support Employee
Venisha Buchannon	Business/Community
Dr. Mark Rush	Business/Community
Kathy Robinson	Education Support Employee
Tony Jones	Business/Community
Keith Watts	Teacher
Julio Sarmiento	Business/Community
Gayle Malpass	Student
Teresa Kraus	Teacher
Rebekah Malpass	Student
Keith Watts	Teacher
Frederic Ashford	Teacher
Kelly George	Business/Community
Chandra Mayes	Parent
Linda Lewis	Business/Community
Alexis Scammacca	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC meets throughout the year and receives academic and other updates about the direction of the school. Academic, social, and behavioral needs are often discussed. SAC reviews the school improvement plan and has a voice in the development of goals and areas of need for the following school year. These ideas are discussed and are initiated by the principal. After the start of the next school year, SAC reviews the final SIP and votes to adopt it.

b. Development of this school improvement plan

The SAC was instrumental in the development of the school improvement plan. Mr. Shelnutt, Principal of Gainesville High School, met with the SAC to explain our academic/standardized test data for the 2015-2016 school year and develop goals to improve our graduation rate and state wide assessment data while pushing our lowest quartile students towards their fullest potential. The SAC committee will also assist the principal in developing ideas to overcome barriers which are preventing Gainesville High School from achieving our school wide goals.

c. Preparation of the school's annual budget and plan

SAC controls a large amount of revenue that comes to GHS through AP and AICE exams. SAC frequently votes to support school wide academic programs and also provides additional support for some teaching units. Teachers may apply for SAC grants to fund

technology, classroom resources, and various other needs to support student achievement and growth.

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

Reading

1. After school tutoring for students in 11th and 12th grades and at-risk 10th graders who have not yet passed the FSA; emphasis also on ACT prep. (\$1300)
2. Subs for intensive reading teachers (three teachers) to meet individually with students once per semester to review individual student data and target remediation for FSA prep. (\$300)

Math

1. Summer Algebra 1 EOC/PERT remediation. (\$1300)
2. After School PERT. (currently paid by district)

Graduation Rate

1. Provide two CROP classes during school day for students who are credit deficient. (\$16,000)
2. Provide after school tutoring for all GHS students in their academic classes. (\$16,000)
3. After school CROP and Adult Education classes for students who are credit deficient. (currently paid by district)
4. 1.0 unit allocation for master schedule to reduce class size in at-risk classes. (\$55,000)

Drop Out Prevention

1. Continue mentoring project for at-risk students to improve their success rate in high school. Mentoring program will incorporate goal setting, academic tutoring, guest speakers and field trips. (\$800)
2. Deans work one day during the summer to review discipline data, discuss possible changes and develop mentoring strategies.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shelnutt, David	Principal
McLeod, Lisa	Teacher, K-12
Santelli, Francisco	Teacher, K-12
Solito, Kathleen	Teacher, K-12
Lewerenz, Steve	Other
Jones, Darin	Assistant Principal
Testa, Michael	Assistant Principal
Hogan, April	Instructional Media
Smith, Tami	Instructional Technology
Bermudez, Ligia	Teacher, K-12
Fields, David	Teacher, K-12
Scott, William	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of literacy leaders on the Gainesville High School campus which include our literacy leaders, a representative from ESOL, a representative from ESE, and our administrators. The team uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and we meet on a monthly basis (more if necessary) to assess progress towards accomplishing goals. The team may promote/support literacy in a variety of ways: through the 2016-2017 literacy nights, professional development, leadership coaching and modeling strategies, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials; and through other initiatives.

Lisa McLeod and Francisco Santelli serve as Gainesville High School's literacy leaders for the 2016-2017 school year. Both attend district trainings and return with pertinent information for GHS teachers. Ms. McLeod and Mr. Santelli will provide monthly strategies to all GHS teachers to promote targeted learning activities teachers can utilize in all classrooms across the curriculum. Copies of the strategies will be provided to every teacher and discussions on the success will take place in department meetings and department chair meetings.

Our literacy leaders lead our Literacy Leadership Team Meetings and provide information on the status and how to improve our current programs.

After reviewing the writing data from the past three years and seeing a decline the Writing Infusion Professional Learning Community (PLC) was born during the 2015-2016 school year. However, during the 2016-2017 school year the Writing Infusion PLC was split into the 9th grade PLC and 10th grade PLC. The 9th and 10th grade PLC provide 9th and 10th grade ELA , science and social studies teachers with strategies to increase opportunities for students to improve their informative and argumentative writing skills across content areas. The PLCs also provide ELA testing strategies as well. These PLCs meet on a monthly basis.

Literacy in the Classroom-This PLC , led by Mrs. Hogan, meets to discuss adding reading

and literacy in the classroom. Teachers review scholarly articles and discuss specific strategies to increase student reading both inside and outside the classroom.

GHS has a "Word of the Day" program to promote vocabulary and provides a school wide push to improve literacy and student achievement. Teachers utilize the word during instructional time and many provide additional incentives to students to use the word of today. The principal uses the word of the day during daily announcements prior to dismissal. The entire vocabulary list of the "words of today" are also listed on the school website so teachers and students can always refer to the "word of today" list.

D. 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).

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

One venue which encourages positive working relationships between teachers is participation in professional learning communities. Gainesville High School has ten PLC's from which teachers may choose to participate in during the 2016-2017 school year.

- *9th Grade PLC
- *10th Grade PLC
- 12th Grade PLC
- *Educational Technology
- *ESOL
- *Classroom Management Equals Improved Instruction
- *ESE Strategies
- *Positive Behavior Interventions
- *Literacy in the Classroom and Beyond

The master schedule has been designed to provide as much consistent time for teachers to meet by common content areas as allowed by the schedule. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

-Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures

-Participate in job fairs, interview training and personnel workshops designed to expedite the identification of the most talented instructional applicants

-Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews and recruitment events.

-Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

-Establish and maintain relationships with colleges and officials in the field of education to promote the District.

Administrators meet once a week to discuss anticipated vacancies or teachers in need of additional professional development opportunities. Administrators consistently conduct classroom walk-throughs to identify teachers who need help in maintaining classroom structure or delivering effective classroom instruction. We do our best to only hire highly qualified certified-in-field teachers. At Gainesville High School we prioritize scheduling our lowest quartile students into classes with teachers who have 5 or more years of experience which reduces the stress level of teachers who have less than five years of experience. The Gainesville High School Administrative team is responsible in this area.

Gainesville High School, in cooperation with the College Board Partnership, provides opportunities for teachers to attend Advanced Placement Summer Institutes in order to become qualified to teach Advanced Placement Courses. The Gainesville High School Administrators are responsible in this area.

The school district pays the testing fees for teachers who pass state certification exams in high demand academic areas. Specific teachers are encouraged to take the tests if they are identified as being capable of teaching in those areas. Mr. David Shelnuttt (Principal) and Everett Caudle (Director of Project Development) are responsible in this area.

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

All first year teachers participate in the Alachua County School Districts Beginning Teacher Program which is the District's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The Beginning Teacher Program is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. In this program beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners and begin a process of life long learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning and conditions which support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss math, reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension which leads to greater understanding of standards by teachers. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for

growth in instructional practice, curriculum and the standards. Each core subject also has a scope and sequence which is provided to teachers.

b. Instructional Strategies

1. 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.

-Holding meetings on a regular basis to make decision about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards

-Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

-Administering formative and summative assessments which measure instructed standards

-Using results from formative and summative assessments to re-teach standards which were below proficiency

-Monitoring progress at the class and grade level during Learning Team Meetings

-Creating units of study based on current data

-Students receiving push-in/pull out services for ESE/ESOL

-

2. 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: Summer Program

Minutes added to school year: 2,880

Students who fail to pass the Algebra I EOC are given the opportunity to receive Algebra I EOC/PERT tutoring four weeks before the Algebra I EOC/PERT is administered during the summer. The class offers an intense Algebra I EOC/PERT review which prepares the students for the Algebra 1 EOC/PERT assessments. Students are chosen by their previous Algebra I EOC score. Students selected must be 20-30 points from a passing score. All students not passing the Algebra 1 EOC are administered the PERT assessment which may substitute for the Algebra 1 EOC with a passing score of 97.

Strategy Rationale

Giving students extra support in the skills needed to pass the Algebra I EOC/PERT assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shelnutt, David, shelnudc@gm.sbac.edu

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

Data is collected by looking at the students previous test scores and comparing those scores to the student's summer Algebra I EOC/PERT. The number of students passing the summer test and the student's sub scores are used to judge the effectiveness of the Algebra I EOC/PERT review and make changes in the curriculum.

Strategy: Extended School Day

Minutes added to school year: 7,200

The Credit Retrieval Option Program (CROP) gives credit deficient students a chance to retrieve credits through a computer based system which moves students on the progression plan towards graduation.

Strategy Rationale

Allows students to replace failing grades with a passing grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Darin, jonesdd@gm.sbac.edu

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

Data is collected concerning the number of students who are successful in completing courses and gaining credits towards graduation. The FSA assessment score of each student is evaluated to make sure each student is placed in the appropriate CROP class.

Strategy: Extended School Day

Minutes added to school year: 3,480

Students receive intense Algebra I EOC tutoring eight weeks before the tests are given in the spring. Student participation is voluntary however; we do have a large number of students who take part in this valuable process.

Strategy Rationale

Students are given support needed to pass the Algebra I EOC.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Testa, Michael , testama@gm.sbac.edu

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

Data is recorded concerning the number of students attending the tutoring sessions and how many of these students pass the EOC test after the tutoring services are rendered. Student's sub scores are also used to evaluate the effectiveness of the program. This information is used to make changes in the tutoring and classroom curriculum.

2. Student Transition and Readiness

a. 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).

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

Dean Gantt communicates with feeder schools. She will participate in a collaborative effort with the feeder schools ensuring a smooth transition from middle to high school.

b. College and Career Readiness

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

Several initiatives and programs have been established to foster a culture of college readiness and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Initiatives include:

- The promotion of increased student participation and performance in Advanced Placement (AP) coursework;
- Focus on increasing the participation of our lower socio economic students in Advanced Placement (AP) courses, improved performance in AP courses through student tutorials and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for post-secondary success;
- Guidance services which support student and parents in graduation and college readiness goals.

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

Students may select from courses in hospitality and tourism and digital design.

Students may earn the following industry certifications in hospitality and tourism:

Certifications through National Restaurant Association:

*Certified Food Protection Manager (Year 3/4)

Certifications through American Hotel & Lodging Ed. Institute:

*Certified Guest Service Gold Professional (yr 1)

*Certified Maintenance Employee (year 2/3)

*Certified Guest Room Attendant (year 2/3)

*Certified Restaurant Server (Yr 2/3)

*Certified Front Desk Representative (Yr 2/3)

*Certified Hospitality & Tourism Management Professional (Year 3/4)

Students may earn the following industry certifications in digital design:

*Photoshop CC 2015

*Illustrator CC 2015

*Dreamweaver CC 2015

*Premiere Pro CC 2015

*Flash CC 2015

Students also test at SFC for three college credits in Raster graphics, and 3 college credits in Illustration.

The Academy of Health Professions (AHP) program has a selection process in which students submit applications during their 8th grade year. AHP students may earn the following certifications:

CET - Certified Electrocardiographic Technician
CNA - Certified Nursing Assistant
EMT - through Dual Enrollment
CPT - Certified Pharmacy Technician

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

All of our career and technical education programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct courses sequences.

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

-School based team review and provide assistance to specific students as needed.

-After school college readiness workshops for students.

-Counselors conduct classroom guidance and individual counseling sessions with students.

-Meetings held with parents to explain their role in assisting students with college readiness.

-Exceptional Student Education students may take a learning strategies class during the school day.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Increase instructional quality through classroom snapshots, instructional feedback and professional development opportunities.
- G2.** GHS will decrease discipline referrals by 5% as compared to 2015-2016 .
- G3.** Increase graduation rate by 5% as compared to the 2015-2016 school year.
- G4.** Bottom quartile student performance will increase by 2% on state assessments.
- G5.** Increase the Algebra I EOC passing rate by 2%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase instructional quality through classroom snapshots, instructional feedback and professional development opportunities. 1a

G085164

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	75.0

Targeted Barriers to Achieving the Goal 3

- Time Constraints
- Changing teacher attitudes towards professional development.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration will visit each classroom twice per month for snapshot documentation.
- Teacher feedback will be submitted to each teacher prior to administrator leaving the classroom.
- Administration will meet to discuss results of snapshots data and discuss areas of concern.
- Professional Development opportunities will be generated using snap shot data.

Plan to Monitor Progress Toward G1. 8

AIMS Progress Monitoring.

Person Responsible

Michael Testa

Schedule

Monthly, from 10/10/2016 to 3/30/2017

Evidence of Completion

AIMS Progress Monitoring.

G2. GHS will decrease discipline referrals by 5% as compared to 2015-2016 . 1a

G085165

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

- small student population continues to receive discipline referrals at high rate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discipline Assemblies
- Positive Behavior Program ("student of the week")
- Saturday School
- Parent meetings
- Mental Health Counseling

Plan to Monitor Progress Toward G2. 8

Student discipline data.

Person Responsible

William Scott

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Student discipline data.

G3. Increase graduation rate by 5% as compared to the 2015-2016 school year. 1a

G085166

Targets Supported 1b

Indicator	Annual Target
5-Year Grad Rate	5.0

Targeted Barriers to Achieving the Goal 3

- Proficiency rate on Algebra I EOC and FSA ELA reading assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adjust curriculum and provide quality teachers.
- Continue to support students through CROP, adult education and virtual school courses.
- Transcript review meetings with parents and students.

Plan to Monitor Progress Toward G3. 8

AIMS Algebra I data.

Person Responsible

Detra Long

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans

G4. Bottom quartile student performance will increase by 2% on state assessments. 1a

G085167

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	75.0

Targeted Barriers to Achieving the Goal 3

- Increasing student self-esteem.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive reading and FSA English courses.
- Data chats between reading teachers and students.
- AIMS Assessments
- ACT tutoring.
- Word of the Day.
- Strategy of the week.

Plan to Monitor Progress Toward G4. 8

AIMS Assessments

Person Responsible

Darin Jones

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

AIMS Assessments

G5. Increase the Algebra I EOC passing rate by 2%. 1a

G085168

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0

Targeted Barriers to Achieving the Goal 3

- Finding teachers for the Algebra I boot camps.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Support facilitation to aid ESE students in one lower level Algebra I class.
- Provide math boot camps for eligible Algebra I students.
- SAC providing funding for Algebra 1 bootcamp.
- After school tutoring

Plan to Monitor Progress Toward G5. 8

AIMS Assessment data

Person Responsible

Darin Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

AIMS Assessment Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase instructional quality through classroom snapshots, instructional feedback and professional development opportunities. **1**

 G085164

G1.B1 Time Constraints **2**

 B226494

G1.B1.S1 Provide time for teachers to participate in quality professional development. **4**

 S238936

Strategy Rationale

Improve and increase instructional strategies in classrooms which increase student achievement.

Action Step 1 **5**

Provide quality professional development opportunities in instructional strategies.

Person Responsible

Darin Jones

Schedule

Monthly, from 8/15/2016 to 6/8/2017

Evidence of Completion

Professional development surveys.

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

Review of professional development agendas.

Person Responsible

David Shelnut

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Teachers will be able to immediately incorporate strategies into their classroom.

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

Review Professional Development Surveys.

Person Responsible

David Shelnut

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Use professional rubric to determine effectiveness of professional development.

G1.B2 Changing teacher attitudes towards professional development. 2

B226495

G1.B2.S1 Make sure all professional development is data driven. 4

S238937

Strategy Rationale

School wide review of data, introduction of strategies which will increase student achievement.

Action Step 1 5

Quality professional development will be provided for faculty and staff at Gainesville High School.

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

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

Administrator meetings

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Monthly

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

Evaluate monthly teacher surveys

Person Responsible

Darin Jones

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Monthly teacher assignment.

G2. GHS will decrease discipline referrals by 5% as compared to 2015-2016 . 1

G085165

G2.B1 small student population continues to receive discipline referrals at high rate. 2

B226496

G2.B1.S1 Intervention and counseling groups 4

S238938

Strategy Rationale

Working with this small student population will provide students with the skills to meet behavior and academic expectations.

Action Step 1 5

Use discipline data to select students in need of small group interventions.

Person Responsible

Darin Jones

Schedule

Biweekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Reduction in student discipline issues.

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

Meet with student groups on monthly basis.

Person Responsible

William Scott

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Student discipline data

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

Monitor student attendance.

Person Responsible

William Scott

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Student discipline data.

G3. Increase graduation rate by 5% as compared to the 2015-2016 school year. 1

G085166

G3.B1 Proficiency rate on Algebra I EOC and FSA ELA reading assessment. 2

B226497

G3.B1.S1 Increase progress monitoring for Algebra I, English I and English 2 classes. 4

S238940

Strategy Rationale

Teachers will be able to know their students weaknesses and provide remediation and re-teaching to strengthen those skills.

Action Step 1 5

Review of AIMS progress monitoring data.

Person Responsible

Darin Jones

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

AIMS Assessment Data

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

Review of AIMS data

Person Responsible

Detra Long

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

AIMS Data

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

Meeting Agendas

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Attendance Logs

G4. Bottom quartile student performance will increase by 2% on state assessments. 1

G085167

G4.B1 Increasing student self-esteem. 2

B226500

G4.B1.S1 Growth mindset professional development. 4

S238941

Strategy Rationale

Teaching students how to be proactive in their own learning.

Action Step 1 5

Providing a professional learning community in growth mindset will provide teachers with the power to help students take ownership of their education.

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Completion of PLC and use of growth mindset strategies.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly meetings

Person Responsible

David Shelnut

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Use of strategies in the classroom

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Provide necessary support to teachers.

Person Responsible

David Shelnut

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Survey

G5. Increase the Algebra I EOC passing rate by 2%. 1

G085168

G5.B2 Finding teachers for the Algebra I boot camps. 2

B226503

G5.B2.S1 Provide salaries for teachers who are a part of the Algebra I bootcamp. 4

S238943

Strategy Rationale

Recruit best teachers for Algebra I bootcamp.

Action Step 1 5

Identify best teachers for Algebra I bootcamp.

Person Responsible

David Shelnutt

Schedule

Annually, from 8/15/2016 to 6/9/2017

Evidence of Completion

Teacher passing rates on past assessments.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Review data.

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

AIMS Assessments

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Review of data.

Person Responsible

David Shelnutt

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

AIMS Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.MA1 M316461	AIMS Algebra I data.	Long, Detra	8/24/2015	Lesson plans	6/3/2016 monthly
G5.MA1 M316467	AIMS Assessment data	Jones, Darin	8/24/2015	AIMS Assessment Data	6/3/2016 monthly
G3.B1.S1.MA1 M316459	Meeting Agendas	Shelnutt, David	8/24/2015	Attendance Logs	6/3/2016 monthly
G3.B1.S1.MA1 M316460	Review of AIMS data	Long, Detra	8/24/2015	AIMS Data	6/3/2016 monthly
G3.B1.S1.A1 A309464	Review of AIMS progress monitoring data.	Jones, Darin	8/24/2015	AIMS Assessment Data	6/3/2016 biweekly
G1.MA1 M316455	AIMS Progress Monitoring.	Testa, Michael	10/10/2016	AIMS Progress Monitoring.	3/30/2017 monthly
G4.MA1 M316464	AIMS Assessments	Jones, Darin	8/15/2016	AIMS Assessments	5/25/2017 monthly
G1.B1.S1.A1 A309461	Provide quality professional development opportunities in instructional strategies.	Jones, Darin	8/15/2016	Professional development surveys.	6/8/2017 monthly
G2.MA1 M316458	Student discipline data.	Scott, William	8/8/2016	Student discipline data.	6/9/2017 monthly
G1.B1.S1.MA1 M316451	Review Professional Development Surveys.	Shelnutt, David	8/8/2016	Use professional rubric to determine effectiveness of professional development.	6/9/2017 monthly
G1.B1.S1.MA1 M316452	Review of professional development agendas.	Shelnutt, David	8/8/2016	Teachers will be able to immediately incorporate strategies into their classroom.	6/9/2017 monthly
G1.B2.S1.MA1 M316453	Evaluate monthly teacher surveys	Jones, Darin	8/15/2016	Monthly teacher assignment.	6/9/2017 monthly
G1.B2.S1.MA1 M316454	Administrator meetings	Shelnutt, David	8/15/2016	Monthly	6/9/2017 monthly
G1.B2.S1.A1 A309462	Quality professional development will be provided for faculty and staff at Gainesville High School.	Shelnutt, David	8/15/2016		6/9/2017 monthly
G2.B1.S1.MA1 M316456	Monitor student attendance.	Scott, William	8/8/2016	Student discipline data.	6/9/2017 monthly
G2.B1.S1.MA1 M316457	Meet with student groups on monthly basis.	Scott, William	8/8/2016	Student discipline data	6/9/2017 monthly
G2.B1.S1.A1 A309463	Use discipline data to select students in need of small group interventions.	Jones, Darin	8/8/2016	Reduction in student discipline issues.	6/9/2017 biweekly
G4.B1.S1.MA1 M316462	Provide necessary support to teachers.	Shelnutt, David	8/8/2016	Survey	6/9/2017 monthly
G4.B1.S1.MA1 M316463	Monthly meetings	Shelnutt, David	8/8/2016	Use of strategies in the classroom	6/9/2017 monthly
G4.B1.S1.A1 A309465	Providing a professional learning community in growth mindset will provide teachers with the power...	Shelnutt, David	8/8/2016	Completion of PLC and use of growth mindset strategies.	6/9/2017 monthly
G5.B2.S1.MA1 M316465	Review of data.	Shelnutt, David	8/15/2016	AIMS Assessments	6/9/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1 M316466	Review data.	Shelnutt, David	8/15/2016	AIMS Assessments	6/9/2017 monthly
G5.B2.S1.A1 A309466	Identify best teachers for Algebra I bootcamp.	Shelnutt, David	8/15/2016	Teacher passing rates on past assessments.	6/9/2017 annually

V. Professional Development Opportunities

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

G1. Increase instructional quality through classroom snapshots, instructional feedback and professional development opportunities.

G1.B1 Time Constraints

G1.B1.S1 Provide time for teachers to participate in quality professional development.

PD Opportunity 1

Provide quality professional development opportunities in instructional strategies.

Facilitator

David Shelnutt

Participants

Teachers and Staff

Schedule

Monthly, from 8/15/2016 to 6/8/2017

G1.B2 Changing teacher attitudes towards professional development.

G1.B2.S1 Make sure all professional development is data driven.

PD Opportunity 1

Quality professional development will be provided for faculty and staff at Gainesville High School.

Facilitator

Administrators

Participants

Faculty and Staff

Schedule

Monthly, from 8/15/2016 to 6/9/2017

G4. Bottom quartile student performance will increase by 2% on state assessments.

G4.B1 Increasing student self-esteem.

G4.B1.S1 Growth mindset professional development.

PD Opportunity 1

Providing a professional learning community in growth mindset will provide teachers with the power to help students take ownership of their education.

Facilitator

David Shelnett

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 6/9/2017

G5. Increase the Algebra I EOC passing rate by 2%.

G5.B2 Finding teachers for the Algebra I boot camps.

G5.B2.S1 Provide salaries for teachers who are a part of the Algebra I bootcamp.

PD Opportunity 1

Identify best teachers for Algebra I bootcamp.

Facilitator

Teachers

Participants

Students

Schedule

Annually, from 8/15/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide quality professional development opportunities in instructional strategies.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	500-Materials and Supplies	0151 - Gainesville High School	School Improvement Funds	91.0	\$800.00
			<i>Notes: Funds used for books and materials.</i>			
2	G1.B2.S1.A1	Quality professional development will be provided for faculty and staff at Gainesville High School.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	0151 - Gainesville High School	General Fund		\$5,000.00
3	G2.B1.S1.A1	Use discipline data to select students in need of small group interventions.				\$650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	651-Bus(es)	0151 - Gainesville High School		40.0	\$650.00
			<i>Notes: Funds will be used to transport students on field trips.</i>			
4	G3.B1.S1.A1	Review of AIMS progress monitoring data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	120-Classroom Teachers	0151 - Gainesville High School		91.0	\$2,000.00
			<i>Notes: Provide teachers with opportunities to review AIMS data and collaborate.</i>			
5	G4.B1.S1.A1	Providing a professional learning community in growth mindset will provide teachers with the power to help students take ownership of their education.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	100-Salaries	0151 - Gainesville High School	General Fund	1.0	\$1,000.00
6	G5.B2.S1.A1	Identify best teachers for Algebra I bootcamp.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	0000	100-Salaries	0151 - Gainesville High School	General Fund	1.0	\$3,500.00
Total:						\$12,950.00