



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

West Gadsden High School

200 PROVIDENCE RD

Quincy, FL 32351

850-442-9500

<http://www.gcps.k12.fl.us/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Melissa Ramsey

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

West Gadsden High School

Principal

Ida Walker

School Advisory Council chair

Anitra Daniels

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Ida Walker	Principal
Mrs. Sandra Riggins	Assistant Principal (HS)
Mr. Lamar Kirkland	Assistant Principal (MS)
Ms. Cheryl Moody	Reading Coach
Ms. Virginia Ryals	Science Teacher (MS)
Ms. Kimberly Myrick	Science Teacher (HS)
Ms. Jasmine Sailor	Language Arts Teacher (MS)
Ms. Nahketah Kirkland	Language Arts Teacher (HS)
Mr. William Thro	Math Teacher (MS)
Ms. Christine Davis	Math Teacher (HS)
Mr. Jonathan Wilson	Social Studies Teacher (MS)
Mr. Steve Scott	Social Studies Teacher (HS)

District-Level Information

District

Gadsden

Superintendent

Mr. Reginald C James

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (middle and high school), parents, and other business and community members who are representative

of the ethnic, racial, and economic community served by the school.

Dr. Ida Walker, Principal

Anitra Daniels, SAC Chairperson

Involvement of the SAC in the development of the SIP

School Advisory Council receives monthly updates on the implementation of the School Improvement Plan and makes necessary updates. The Council provides support and input in the operation of the school.

Activities of the SAC for the upcoming school year

The School Advisory Council meets monthly to discuss the advancement of the school toward its specific goals. In addition, the Council serves to approve budget expenditures of the School Improvement Funds. The members of the SAC are representative of the student body and its community. The Council's primary goals are to assist in developing plans for increasing student achievement, as well as monitoring students' progress and initiatives for continued school improvement.

Projected use of school improvement funds, including the amount allocated to each project

The amount is yet to be determined. We will use the funds to support interventions in reading and math...namely flash vocabulary cards and comprehension task cards. We will also purchase common core reading workbooks for 6-8th grades.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ida Walker

Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

Bachelor: Elementary Education with endorsement in Remedial Reading (Mississippi State University)
 Master: Educational Leadership and Supervision (Florida State University)
 National Board Certified Teacher (Middle Childhood Generalist)
 Doctorate: Program Evaluation Policy Studies (Florida State University)

Performance Record

Dr. Walker also has a proven record of increasing student achievement. For the school years 2005-2006 & 2006 – 2007, she was the Principal at St. John Elementary School where she facilitated school-wide increases in all content areas resulting in moving the school from C to B.

- percent reading - 51 to 63 – 12% proficiency increase
- percent math – 49 to 58 – 9% proficiency increase
- percent learning gains in reading – 63 to 80 – 27% proficiency increase in learning gains
- percent learning gains in math – 54 to 69 – 15% proficiency increase in learning gains
- lowest 25% reading – 77 to 83 – 6% proficiency increase in learning gains
- Total School Points – 367 to 507 = 140 point gains

In addition, Dr. Walker was principal for the school years 2006 – 2007 & 2007 - 2008 at George W. Munroe Elementary School. At this site, Dr. Walker facilitated effective instructional leadership and moved the school from F to C.

- percent math - 38 – 52 – 14% proficiency increase
- percent writing – 51 – 93 – 42% proficiency increase
- percent science – 11 to 18 – 7% proficiency increase
- percent learning gains math – 53 – 75 – 21% proficiency increase in learning gains
- lowest 25% math – 53 to 74 – 21% proficiency increase in learning gains
- Total School Points – 365 to 467 = 102 points overall increase

Sandra Riggins

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Degree(s):

- Bachelor of Science in Elementary Education
- Master of Education in Educational Leadership
- Education Specialist (currently pursuing)

Certification(s):

- Elementary Education (K-6)
- Educational Leadership
- Gifted Endorsed
- ESOL Endorsed

Performance Record

*2006 – 2007, Gadsden Elementary Magnet School, school grade A, AYP - yes

*2007 - 2008, Chattahoochee Elementary School, school grade from F to C, AYP – no, learning gains – reading 89%, math 100%

*2008 – 2009, Chattahoochee Elementary School, school grade from C to C, AYP – yes, learning gains – reading 88% & math 100%

*2009 – 2010, Gadsden Elementary Magnet School, school grade A to A, AYP - yes

*2010 – 2011, Havana Elementary School, school grade C to C, AYP – no

*2011 – 2012, Havana Elementary School, school grade C to C, AYP – no, learning gains – reading 88%, math 65%

Lamar Kirkland

Asst Principal

Years as Administrator: 5

Years at Current School: 0

Credentials

Educational Specialist, Educational Leadership (Nova Southeastern University) Masters of Arts, Human Resources Development (Webster University)
 Bachelors of Science, Management Human Resources (Park University)
 Bachelors of Science, Management (Park University)
 Certification: Educational Leadership (All levels)
 Physical Education (K-12)

Performance Record

2012-2013: Principal, James A. Shanks Middle School: Grade D Reading Mastery 34%, Learning Gains 54%, 65% of Lowest 25% Students Making Learning Gains, Math Mastery 31%, Learning Gains 39%, 47% of Students in the Lowest 25% Making Learning Gains, Writing 48%, Science 14%. Black, Hispanic, and ED students did not make AYP in Reading. Black and ED students did not make AYP in Math.

2010-2012: Principal, Carter-Parramore/HOPE Academy: Non-graded School

2010-2011: AP for Curriculum James A. Shanks Middle School: Grade: B, Reading Mastery 47%, Learning Gains 60%, 76% of Lowest 25% Students Making Learning Gains, Math Mastery 56%, Learning Gains 68%, 77% of Students in the Lowest 25% Making Learning Gains, Writing 93%, Science 31%. AYP 82%. Black, Hispanic, and ED students did not make AYP in Reading. Black and ED students did not make AYP in Math.

2009-2010: AP for Curriculum James A. Shanks Middle School: Grade: C, Reading Mastery 48%, Learning Gains 59%, 65% of Lowest 25% Students Making Learning Gains, Math Mastery 54%, Learning Gains 71%, 75% of Students in the Lowest 25% Making Learning Gains, Writing 89%, Science 15%. AYP 97%. Hispanic students did not make AYP in Reading.

2008-2009: AP for Student Services James A. Shanks Middle School: Grade: C, Reading Mastery 43%, Learning Gains 55%, 73% of Lowest 25% made Learning Gains, Math Mastery 41%, Learning Gains 61%, 69% of Lowest 25% Making Learning Gains, Writing 91%, Science 15%. AYP 82%. Black, Hispanic, and ED students did not make AYP in Reading. Black and Hispanic students did not make AYP in Math.

2007-2008: Teacher on Special Assignment St. John Elementary School: Grade: C, Reading Mastery 50%, Learning Gains 58%, 67% of Lowest 25% Making Learning Gains, Math Mastery 53%, Learning Gains 55%, 63% of Lowest 25% Making Learning Gains, Writing 91%, Science 53%. AYP 90%. ED students did not make AYP in Reading. Black and ED students did not make AYP in Math.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cheryl Moody

Full-time / School-based

Years as Coach:

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor of Science in Exceptional Student Education

-Masters in Reading Education

Certification(s):

- Exceptional Student Education (K-12)

- Reading Education (K-12)

Performance Record

High School Reading

2011 – 2012, East Gadsden High School

*10th Graders, Intensive Reading, over 50% of students scored level 3 or higher

*School's grade in 2010 – 2011 was a "F" and improved to a "C" during the 2011 – 2012 school year

Classroom Teachers

of classroom teachers

34

receiving effective rating or higher

25, 74%

Highly Qualified Teachers

100%

certified in-field

34, 100%

ESOL endorsed

2, 6%

reading endorsed

3, 9%

with advanced degrees

8, 24%

National Board Certified

1, 3%

first-year teachers

2, 6%

with 1-5 years of experience

21, 62%

with 6-14 years of experience

7, 21%

with 15 or more years of experience

4, 12%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Potential applicants formally enter the job pool via the district online application process which allows the administrative team to begin the screening and selection process for potential candidates prior to the interview.

The Personnel Department along with the Director, hosts an orientation workshop to formally welcome new hires, complete necessary induction forms/applications, register for and practice using district technology programs as they pertain to job performance.

At the building site, new hires are extended the courtesy of housing and community information if they are seeking to relocate within the vicinity of the school. Certification is also provided for those requiring temporary and/or permanent issuance of teaching certificates.

2. Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management.

The instructional coaches will provide the data, instructional focus materials, and coaching/modeling/training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations(CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process using the DA-CIM model.

3. The district will improve opportunities for career and professional growth. After evaluations, teachers who have raised student achievement and obtained at least 65% learning gains will be given incentive pay as a reward.

4. School –level administration and district-level administrators will provide ongoing, high-quality, job-embedded professional development that is aligned with the school's instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and record keeping.

Additional planned mentoring activities:

1. Develop and share model lessons
2. Co-teaching
3. Provide professional development
4. Facilitate the lesson study process
5. Shared best practices
6. Develop and share learning scales
7. Facilitate student engagement activities/products
8. Model teacher evaluation components
9. Coaching Notebook
10. PLC Notebook/Minutes

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI Team will function accordingly using the problem-solving method as follows:

1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?
 - 1) The administrative team role is to develop a school implementation plan and ensure its implementation. Meeting will be held monthly and more frequently if requested.
 - 2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or evaluation report(s).
 - 3) General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Universal Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).
 - 4) ESE teachers participate in the data collection phase also, integrate core instructional activities/ material into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
 - 5) ESE Support Facilitator will serve as a resource person for interventions and evidenced-based strategies in working with all students and a programming resource for ESE teachers. This person will also be responsible for keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
 - 6) Instructional Coaches (Reading and Mathematics) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Rtl Leadership Team's role is to meet with the SAC and principal to help develop the SIP. The team is expected to: provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Professional development will be provided during faculty meetings, teachers' common planning time, and small sessions throughout the year until completion. We will also engage in reviews and data chats. The Rtl team will be responsible for scheduling training sessions through the district's staff development/personnel director.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

District and School-Level Assessments:

Baseline Data: Progress Monitoring and Reporting Network - Florida Assessments for Instruction in Reading, Performance Matters (Acaletics Math), Florida Achieve (Benchmark Assessments), School-based and District Assessments for Reading, Science, Writing, and Mathematics

Mid-year Data: Progress Monitoring and Reporting Network - Florida Assessments for Instruction in Reading, Performance Matters (Acaletics Math), Florida Achieve (Benchmark Assessments), School-based and District Assessments for Reading, Science, Writing, and Mathematics

End of year: Progress Monitoring and Reporting Network - Florida Assessments for Instruction in Reading, Performance Matters (Acaletics Math), Florida Achieve (Benchmark Assessments), School-based and District Assessments for Reading, Science, Writing, and Mathematics.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents will be spearheaded by our district ETO RTI Specialist, Dr. Gail Bridge-Bright. She will provide ongoing professional development in the areas of data analysis and MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 0

We do not have extended learning opportunities at West Gadsden High School.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

NA

Who is responsible for monitoring implementation of this strategy?

NA

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Ida Walker	Principal
Mrs. Sandra Riggins	Assistant Principal (HS)
Mr. Lamar Kirkland	Assistant Principal (MS)
Ms. Cheryl Moody	Reading Coach
Ms. Virginia Ryals	Science Teacher (MS)
Ms. Kimberly Myrick	Science Teacher (HS)
Ms. Jasmine Sailor	Language Arts Teacher (MS)
Mr. William Thro	Math Teacher (MS)
Mr. Steve Scott	Social Studies (HS)
Mr. Jonathan Wilson	Social Studies (MS)
Mrs. Stephanie Tolbert	ESE
Mrs. Sarah Knight	District Reading Specialist
Mrs. Carolyn Francis	District ETO Specialist
Ms. Tawonda Thomas	Data Entry Specialist
Mrs. Michelle Taylor	Media Specialist
Ms. Christine Davis	Math (HS)

How the school-based LLT functions

The literacy leadership team is comprised of people within the school, district, and state who will have expertise in effective instruction for children from birth to grade 12. This team will be meeting throughout the 2013-2014 school year to develop a school-based literacy plan for WGHS.

The function of the team is as follows: to establish our "way of work" that logically places literacy as a priority; to ensure quality instruction is taking place on a daily basis; to assess teacher and student performance and develop "next step" action plans for continuous improvement; to provide professional

development on the CCSS, to develop learning communities, and to solidify links between the home and school.

Major initiatives of the LLT

Major Initiatives: WGHS—2013-2014

Peer Coaching, Video Lessons, Mini-Workshops, Learning Communities, Visit Match Schools, Co-Teaching, CCSS Materials Professional Development, Data Analysis, Modeling Lessons, Literature Circles, School-Wide Reading Initiative, and CARPD/NGCARPD

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Students need to develop thoughtful interpretations of what they read. They need to approach the task as active meaning-makers. Teachers will encourage students to become active participants in the classroom community by tailoring their instructional strategies and methods to the needs of their classes (as well as individual students).

Various instructional activities will be considered and utilized to ensure that teaching reading strategies becomes the responsibility of every teacher via the following: utilization of the 250 classroom library books, delivery of lessons in alignment with the school's customized focus maps, delivery of close reading (as mapped on Common Core calendar), modeling of comprehension instructional sequence (structured and monitored weekly by the reading coach), implementation of school-wide reading initiative/incentives, reading/writing across content areas, integration of novels school-wide, and documentation and utilization of literature circles on a monthly/quarterly basis. Our 6th graders are exposed to researched-based instruction on a daily basis via Journeys.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

WGHS incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future via read and response activities, hands-on activities, oral presentations, and written reports for various audiences (preparation for college).

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

WGHS incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful via data chats.

Strategies for improving student readiness for the public postsecondary level

The following strategies will be used for improving student readiness for the public postsecondary level:

- (1) Maximize dual-enrollment recruitment efforts by having more 9th graders prepared to take the CPT, maintain their GPAs, and be aware of the opportunities/take advantage of earning a two year degree prior to high school graduation.
- (2) Host Career/College fair or expo on campus; invite all students in grades 6-12.
- (3) Administer the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the ACT; administer the Readistep to all 8th graders to determine readiness for advanced, honor, or AP courses.
- (4) Administer the PSAT and SAT placement tests to eligible 10th-12th grade students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	27%	No	44%
American Indian				
Asian				
Black/African American	32%	20%	No	39%
Hispanic	45%	34%	No	51%
White	52%	43%	No	57%
English language learners	23%	6%	No	31%
Students with disabilities	34%	14%	No	41%
Economically disadvantaged	37%	26%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	23%	50%
Students scoring at or above Achievement Level 4	46	11%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	55	55%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	58	58%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	53%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	21%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	43%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	23%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		80%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	53%
American Indian				
Asian				
Black/African American	40%	24%	No	46%
Hispanic	58%	47%	No	62%
White	66%	43%	No	69%
English language learners	48%	22%	No	54%
Students with disabilities	49%	24%	No	54%
Economically disadvantaged	47%	34%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	33%	50%
Students scoring at or above Achievement Level 4	13	6%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	51	51%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	58%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	12	100%	100%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	53%
American Indian				
Asian				
Black/African American	40%	24%	No	46%
Hispanic	58%	47%	No	62%
White	66%	43%	No	69%
English language learners	48%	22%	No	54%
Students with disabilities	49%	24%	No	54%
Economically disadvantaged	47%	34%	No	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		51%	80%
Students in lowest 25% making learning gains (EOC)		58%	80%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	36%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	27%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	13%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		70%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		27%	50%
Students scoring at or above Achievement Level 4			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	106	50%	51%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	73	69%	70%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		87%	90%
Students taking CTE industry certification exams	62	66%	70%
Passing rate (%) for students who take CTE industry certification exams		66%	70%
CTE program concentrators	38	36%	40%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	0%	0%
Students who fail a mathematics course	14	0%	0%
Students who fail an English Language Arts course	32	0%	0%
Students who fail two or more courses in any subject	4	0%	0%
Students who receive two or more behavior referrals	52	12%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	52	12%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	0%	0%
Students in ninth grade with one or more absences within the first 20 days	7	0%	0%
Students in ninth grade who fail two or more courses in any subject	1	0%	0%
Students with grade point average less than 2.0	24	0%	0%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	42	0%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	42	0%	23%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	16%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	29	78%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	12	32%	35%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The purpose PTA/PTO is to foster a sense of support, pride, and enthusiasm for the school. Through various family and community activities, the PTO promotes positive school and community relationships to enhance the educational environment for our children. Hosting district-wide Parent EXPO'S each 9 weeks grading period, which will offer parents the opportunity to pick up their child's report card, schedule meetings with teachers and gather information critical to their child's success and include these parents especially with all other parents during conferences as a part of the IEP, AIP and SIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
150 parents per event	30	5%	25%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Use data to increase the use of reading strategies in all classrooms
- G2.** Use data to increase the use and evidence of use of critical thinking in all classrooms

Goals Detail

G1. Use data to increase the use of reading strategies in all classrooms

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Reading: Achieve 3000, Success Maker, Common Core Exemplars, Novels, Journals, Illinois Information
- Civics: Civics, Textbook, Item Specs, Mini-Assessments, EOC Simulation Exams
- Science: Lab Journals, Pearson Computerized (1-1) instruction

Targeted Barriers to Achieving the Goal

- Some content area teachers are newly NGCAR-PD trained and others are not. Some reading teachers are reading endorsed trained and others are not.
- Instructional Delivery Teacher's Preparation Student's Background Knowledge Student Motivation

Plan to Monitor Progress Toward the Goal

Lesson Plans and Classroom Walkthroughs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ETO Personnel, DOE Rep.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson Plans, Classroom Walkthroughs

G2. Use data to increase the use and evidence of use of critical thinking in all classrooms

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Journals, Graphic Organizers, Data Folders, Workshops, Writing Samples
- Toolbox Organizers
- Florida Ready, Acaletics, Coach, Common Core Exemplars, Write Score

Targeted Barriers to Achieving the Goal

- Rigor, Higher Order Questions, Writing and scaffold instruction

Plan to Monitor Progress Toward the Goal

Increase use of proficiency scales

Person or Persons Responsible

Principal, Reading Coach, Teachers, ETO Personnel, Doe Rep.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthroughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Use data to increase the use of reading strategies in all classrooms

G1.B1 Some content area teachers are newly NGCAR-PD trained and others are not. Some reading teachers are reading endorsed trained and others are not.

G1.B1.S1 Conduct mini professional developments on the NGCAR-PD strategies such as the C.I.S model, summarizing techniques, vocabulary, etc... for all teachers who are not trained. Conduct follow-up sessions with those content area teachers who are trained. Conduct mini professional developments on the close reading strategy for all teachers.

Action Step 1

Identify those teacher who have been either NGCAR-PD trained and/or Reading Endorsed.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Copy of certificate

Action Step 2

Create professional development calendar for the aforementioned strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Professional Development Calendar

Action Step 3

Professional Development

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheets

Action Step 4

Monitor use of strategy.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ETO Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Classroom Walkthroughs

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

Professional Development and Strategy Implementation

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ETO Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign- In Sheets, Lesson Plans and Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Formative Assessments, FAIR, District Assessments, FCAT 2.0, Proficiency Scales

Person or Persons Responsible

Principal, Reading Coach, ETO Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in Reading Scores on Aforementioned test

G1.B2 Instructional Delivery Teacher's Preparation Student's Background Knowledge Student Motivation

G1.B2.S1 Complement current textbook, create and monitor data folder that aligns with focus calendar, vocabulary exams, and journal writing

Action Step 1

Supplement textbook

Person or Persons Responsible

Principal, Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson plans, walk through feedback

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

Textbook

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans, journals

Plan to Monitor Effectiveness of G1.B2.S1

Textbook

Person or Persons Responsible

Principal, Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson plans, walk through notes, journals, assessments

G2. Use data to increase the use and evidence of use of critical thinking in all classrooms

G2.B1 Rigor, Higher Order Questions, Writing and scaffold instruction

G2.B1.S1 Monitor Acaletics through the seasons (scope and sequence, ACZ, workshop, focus calendars, data analysis, data folders)

Action Step 1

Acaletics

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Scope and sequence, ACZ data, workshop sign in sheets, modified focus calendars, data analysis, data folders

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

Acaletics

Person or Persons Responsible

Principal, ETO

Target Dates or Schedule

Ongoing

Evidence of Completion

Scope and sequence, ACZ data, workshop sign in sheets, modified focus calendars, data analysis, data folders

Plan to Monitor Effectiveness of G2.B1.S1

Acaletics

Person or Persons Responsible

Principal, ETO

Target Dates or Schedule

Ongoing

Evidence of Completion

Scope and sequence, ACZ data, workshop sign in sheets, modified focus calendars, data analysis, data folders

G2.B1.S2 Implement the "crate"---rigorous curriculum (organizers, journals, writing) across curriculum to show that critical thinking is used in all classes.

Action Step 1

Ongoing professional development seminars to discuss and list what evidence will be used to show critical thinking is used across curriculum.

Person or Persons Responsible

Reading Coach, Teachers, Principal

Target Dates or Schedule

October 3, 2013

Evidence of Completion

Minutes from seminars, Journals, Lesson Plans, Student work, Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Seminars

Person or Persons Responsible

Principal, Reading Coach

Target Dates or Schedule

October 11, 2013

Evidence of Completion

Sign-In Sheets, Journals, Lesson Plans, Student work, Assessments

Plan to Monitor Effectiveness of G2.B1.S2

Seminars

Person or Persons Responsible

Principal, Reading Coach, Teachers, ETO Personnel, DOE Rep

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs, Journals, Lesson Plans, Student work, Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funds: Coach workbooks (80)-8th grade science, (50) Biology, (76) Algebra 1, (80) Geometry and Coach workbooks (60) intensive Reading-6th-8th, journals (3,000+...school-wide journaling), and science lab materials.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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