

West Gadsden High School

200 PROVIDENCE RD, Quincy, FL 32351

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

94%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

West Gadsden High School will prepare students for college, career, and life readiness by assuring the essentials while expanding the possible.

Provide the school's vision statement

West Gadsden High School is committed to empowering students to think critically, collaborate responsibly and communicate effectively with others.

School Environment

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

Step 1: School leaders promote collaborative problem solving and open communication among teachers, parents, community members and students, i.e. SAC and Title I Parent Meeting.

The school leaders

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Selects a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Provides Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Recognizes and celebrates the contributions of school community members to school improvement efforts

Step 2: SBLT collect, analyze and use data to identify school needs

The SBLT

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Uses a variety of tools including technology to organize and analyze data

Step 3: Principal uses data to identify and plan for needed changes in the instructional program

The Principal

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated
- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Step 4: The SBLT implements and monitors the school improvement plan

The SBLT

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, PLC time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Step 5: The school uses systems thinking to establish a clear focus on attaining student achievement goals

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements 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.
- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

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

The school creates an environment where students feel safe and respected before, during and after school

Before

- Faculty and staff members are required to attend morning duty in one of three areas: campus (courtyard) parent pick-up, cafeteria, and bus ramp. Middle school students remain inside the cafeteria for both breakfast and lunch, however, high school students are given the opportunity to remain in the high school courtyard. On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.
- For all student drivers, a separate parking lot is designated for their vehicles. All vehicles must be registered with the School Resource Officer. Students are required to present valid vehicle registrations and proof of insurance.
- A Security Guard and School Resource Officer are both present during the full school day.
- One or more members of the Administration are also present in the AM to ensure students' safety.

During

- A Security Guard and School Resource Officer are both present during the full school day.
- All three members of the Administration are also present throughout the day to ensure students' safety.
- A mentoring program will be implemented on-site beginning the 2nd nine weeks for ESE students --- Check and Connect --- and male students.
- Students and their families have access the district's homeless program, especially if they are experiencing homelessness, clothing needs, food and or shelter.

After School

- A 21st Century Community Learning Centers after-school program has recently been launched for three hours, three days a week for the remainder of the year. An administrator and site coordinator will be present to assist with administrative operations and campus security.
 - School funded transportation is available after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.
- In addition to routine safety procedures, the school
- Uses the Raptor Security System for checking in all visitors to the campus
 - Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
 - Posts directional and informational signage throughout and out the campus (especially outside main entrance) and hallway
 - Provides professional development through the district, state and at the school level 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.
 - Implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources
 - Provides separate guidance counselors and services for both middle and high school students
 - Enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary)
 - Models and teaches interpersonal expectations in non-academic settings for non-instructional personnel --- office staff, bus drivers, cafeteria personnel, and after-school personnel --- and gives them instruction for reporting violations to appropriate administrator
 - Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis
 - Clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies
 - Dictates safety protocol immediately and posts rules specific to the classroom on a classroom wall. Also, reiterates rules for common areas of the school, such as the hallways, library, gym, restrooms and school cafeteria.
 - Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.

- Creates more opportunities for student-student and student-teacher interaction through small learning communities, as lower student-teacher ratios promote interaction, staff members who are assigned as mentors to individual students or groups
- Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.
- Has a standing rule in the classroom that everyone's opinion is valued and being disrespectful to classmates is not acceptable.
- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (Professional Learning Communities and team meetings)
- Rewards students for academic achievement, but also reward improvement and best efforts
- Encourages students to lead regular class or school meetings with open discussion of issues, i.e. Student Government
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.)

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

West Gadsden High School follows the District's Student Code of Conduct for managing students' behavior. It was developed/written by school and district employees and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians, making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training with the first three months of their hire date to ensure and maintain a safe learning environment.

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

Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. Students in grades 6-8 have a middle school counselor while those in grades 9-12 have a senior high school counselor. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include Disc Village, Capital City Youth Services and Apalachee Mental Health, are suggested by the MTSS/RTI or administrative team. The SBLT also meets regularly to discuss students with barriers to academic and social success. Within the next month, mentors will be assigned to serve ESE students identified through the Check and Connect program. A distinguished gentlemen's group for male students has also been initiated on campus to help them deal with socio-emotional behaviors as they move from middle to high school and into post-secondary life.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system involves being able to identify students who may be at risk of dropping out and to help monitor these students' responses to interventions. Skyward, the data system that the school utilizes for identifying student level data including indicators for attendance, course failures, GPA, credit attainment, below grade level assessment performance, and behavior to determine potential risk for dropping out. The intended goal is to support students who have an increased risk of academic failure in order to get them back on track for academic success and eventual graduation. The list of the early warning indicators used in our system includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics (Algebra 1)
- Two or more retentions
- Grade point equivalent below 2.0.
- Two or more early warning indicators
- Failure to be graduation-ready by the beginning of 12th grade

Data decision rules and interventions are developed to monitor and improve EWS which are detrimental to students' success. The district has also developed a plan of action for helping school with the identifying and monitoring through the hiring of a social worker assigned to secondary schools only. The district also partners with high schools to establish a graduation team which included the dropout prevention coordinator and guidance counselor. To ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, in-service training are held at the school level.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	4	2	4	4	3	8	28
One or more suspensions	63	34	71	88	104	91	29	480
Course failure in ELA or Math	43	28	7	11	10	12	8	119
Level 1 on statewide assessment	37	25	42	43	36	0	0	183

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	37	23	31	37	48	35	15	226

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using Collections online ELA program, i-Ready for reading and mathematics, Adaptive Curriculum, Go Math, Acaletics, CPALMS lessons and resources; Parent notifications for students identified ; and counseling sessions for students and facilitator, and intensive courses. The Administrative team and the high school counselor both host quarterly senior

meetings with parents and students in which grad checks are discussed. Interventions to close student need gaps related to earning warning system are also provided. Lastly, district initiatives such as Saturday test prep tutorials for state and national assessments for held either face-to-face or using PrepMe; credit recovery classes are offered using OdysseyWare; and targeted summer school sessions are also held.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51346>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

West Gadsden High School builds and sustains partnerships with the local community by hosting Open House and Back to School evening events; Parent Expos (at least four times annually); Senior and Junior Parents Night separately; School Advisory Council and School Improvement Meetings; Title 1 Parent Involvement Training and Meetings (at least four times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, Family Literacy Night, and College and Career Fairs including FAFSA and college registration for interested individuals.

Volunteers and business partners are invited to attend all events especially our college and career events as vendors and guest presenters. Occasionally, selected community business persons are requested to come and discuss ways that they can support the school in its initiatives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Riggins, Sandra	Assistant Principal
Jackson, Willie	Assistant Principal
Moody, Cheryl	Instructional Coach
West, Ms. Pauline	Principal

Duties

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

The SBLT'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.

Other member roles include:

Pauline West - Principal

Duties: Florida Standards, Differentiated Accountability, Faculty and Staff evaluations, CWTs, SIP, Digital Learning Plan and Progress Monitoring

Willie Jackson - Assistant Principal

Duties: Florida Standards ELA and Mathematics, Lunch and Bus Duty Supervision and duty roster, bus referrals, PLC/Meetings, Assemblies, Open House/Parent Expo, Student Study Teams, CWTs, Middle School Discipline and discipline committee, Year End Closing, CRISIS Team, SAC, transportation, Athletic Director, site and safety committee, LLT

Sandra Riggins - Assistant Principal

Duties: Articulation, Assemblies, Florida Standards, Open Houses, Substitutes, Lesson Plans, CWTs, New Teachers, High School Discipline, SIP, Year End Closing, family/community involvement, gifted, observation/shadowing, school calendar, textbooks, TCC Dual Enrollment, master scheduling, Teacher of the Year, 9-12 Curriculum, Writing, Graduation Check, District Assessment and School Data, LLT, Data Walls; SAT, ACT, PSAT, and PERT

Cheryl Moody - Academic Coach

Duties: Assemblies, Awards and Rewards, Florida Standards, FAIR testing, District Assessments Testing and Data Analysis, PLC/Meetings, Open House/Parent Expo, Lesson Plans and Focus Calendars, ELA

Walk-throughs, New Teachers, ELA and Social Studies Teachers, Textbooks, SIP, Performance Matters Data

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 SBLT 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 through the process of a multi-tiered system of supports.

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, WGHS began with the identification of trends and patterns using needs assessment, school-wide and grade-level data. Students who need instructional intervention beyond what was provided for positive behavior or academic content areas were provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS/Rtl 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 SBLT's role is to develop a school implementation plan and ensure its implementation. Meeting will be held bi-weekly 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 Supplementary 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) Program Specialist will serve as a resource person for interventions and evidenced-based strategies in working with students. 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 Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs (FAIR and i-Ready) 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anitra Daniels	Parent
Mary E. Jackson	Parent
Nancy Sierra	Parent
Rex Barr	Parent
Towanda Thomas	Parent
Dennis Jones	Business/Community
Kathy Johnson	Business/Community
Lesia Mathews	Teacher
Jasmine Sailor	Teacher
Jordan Gaines	Student
Sameteria Shaw	Student
Pauline West	Principal
Allison Avelar	Student
Jahmonia Ellis	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

No

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
West, Ms. Pauline	Principal
Riggins, Sandra	Assistant Principal
Jackson, Willie	Assistant Principal
Moody, Cheryl	Instructional Coach
Sailor , Jasmine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text and implement the Core Reading Program with fidelity.

The Literacy Leadership Team will promote literacy within the school by:

- Engaging in regular, ongoing, literacy professional development
- Participating in Professional Learning Communities
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implementing the Comprehensive Core Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participating in ongoing literacy dialogues with peers
- Creating and share project based learning activities designed to promote literacy
- Supporting and participating in classroom demonstrations and modeling of research-based reading strategies
- Reflecting on practices to improve instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for some teachers to meet by common content and/or common grade-levels. 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.

Teachers meet weekly in different professional learning centers including faculty meeting, grade level subject meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, we have teamed three physical education teachers and one art teacher first period; the two high school science teachers are paired second period; the entire sixth grade team and mathematics department are teamed separately third period; the two high school social studies department members are teamed fifth period; and the middle school social studies and 7th/8th team plan sixth period. Every second Tuesday, teachers will participate in forty-five minutes of team and/or department meetings with an administrator or lead teacher facilitating the professional development or planning session especially for progress monitoring. During all Tuesday after-school professional development activities, teachers will build rapport, fine-tune high yield teaching strategies, and create project based learning activities.

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

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 a district-wide transfer day and recruitment which are followed up with 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 coach and assistant principal 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-CIMS 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.

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

Besides participation in the programs that the Gadsden district uses for mentoring --- the Florida's Professional Development Certification Program (PDCP) and Ed Training Center, new or beginning teachers are paired with mentor or peer teachers and/or the reading coach at the onset of being hired or assigned to the school. Pairings and planned activities are based mainly on the teacher's level of need and mentor's expertise and experience. Other reasons may include proximity to each other, shared planning time, and positive working relationship. The average mentor has a minimum of four or more years of successful teaching experience and holds a professional educator's certificate in the related subject area. The mentor teacher also serves as a leader in the school and is highly effective and highly qualified.

The professional development programs generally include: a support team to coordinate and support the professional development of the teacher; a peer mentor to offer face-to-face feedback and assistance throughout the learning experience; an assessor to provide guidance, assessment of program tasks and feedback (personnel department); a building-level administrator or designee to verify successful demonstration of all education competencies (teacher evaluation) and offer support throughout the program; competency-based tasks to provide in-depth acquisition of the Florida Educator Accomplished Practices; professional education test preparation to demonstrate knowledge of educational pedagogy; and a reading endorsement competency to demonstrate competency in reading methods and strategies. While the school relies heavily on the district to take the lead in the teacher induction program, one-on-one mentoring in lesson planning; classroom management strategies; individual student interventions; technical assistance with Skyward (student management system) and instructional software; data analysis for progress monitoring purposes; organizational skills and record keeping; management of professional learning communities in-service activities; implementation of the Marzano Evaluation process; and an overview of the new Florida Standards and project based learning activities are provided. The school's objective is to help ensure that all new and beginning teachers have

opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. We believe this leads to retention of the best and most effective teachers and reduces the stress of constantly retraining and recruiting educators year after year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

West Gadsden uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. The school receives ongoing opportunities and trainings for unpacking the standards in both reading and mathematics. Unpacking the standard entails defining a learning target, designing a daily end product and planning a final, culminating end product. (A PBL plan is currently being developed by subject area teacher teams.) The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, district reading pacing guides, and district assessments (developed in Performance Matters) for additional alignment. CPALMS training was provided by their professional development team during pre-planning so that teachers would have readily available lessons, resources and activities. These tools aid in progress monitoring and assurance that the school adheres to the district's instructional goals. Additional time is spent in PLCs, learning how to implement the standards across the curriculum in all subject areas. Monitoring includes CWTs conducted by the administration and the district's ETO (Education Transformation Office). This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school's SBLT members also serve as part of the RTI team due to limited number of staff members available to perform the duties. Generally, the team meets as needed to discuss and manage school wide situations. Most recently, our DA team specialist trained the team in meeting protocol, which has streamlined the decision-making process for all of us. It has also helped us to be better managers of time. Through the RTI process, all students in Tier 1 receive quality, research-based instruction, which is differentiated to meet their needs. Through periodic progress monitoring and data analysis struggling learners are identified and given additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and progress. At Tier 3, students receive individualized, intensive interventions that target their skill deficits for the remediation of existing problems and the prevention of more severe problems. In essence, the needs of all students are being addressed at some level, even if they are at the initial stage of awareness. The team feels that there is a great need to provide additional staff for ELL and ESE students. The school reviews data throughout the year. At the beginning of the year, FCAT data was disaggregated to determine placement in reading and mathematics courses. Students who received a Level 1 or 2 in reading were assigned to an intensive reading course or a NGCAR-PD instructor for reading strategies development and interventions. Students receiving a Level 1 in mathematics were assigned to a critical thinking course to receive to review and practice basic mathematical skills. Instruction is differentiated by adding the gradual release model as well as small group instruction to

those in need. Occasionally, students are paired with other students to help support one another. Note-taking is being used in some grade level subject to help students become organized, learn to take notes, and improve comprehension. District assessments are being administered three times this year to monitor progress and guide instruction in mathematics, English language arts, social studies and science classes. The program specialist assigned to the school, along with the Student Study Team, scheduled ESE and 504 students and coordinated their schedules as needed with teachers who have been trained in inclusion teaching. Likewise, ELL students have been scheduled with teachers with ESOL training. All students have been mainstreamed to experience the full benefits of being able to learn with their peers. Supports including modeling, scaffolding, peer help, extended discussion, and the use of visual aids are often employed.

To further differentiate instruction, all middle grade students are scheduled in lab classes a minimum of two periods weekly to receive supplemental reading, mathematics, and/or science instruction on i-Ready, Adaptive Curriculum, and FCAT Explorer. All high school students are assigned lab time for: ELA instruction and intervention through the i-Collections Series; Algebra 1, Algebra 2; Geometry, and ACT prep on Adaptive Curriculum and PrepMe; Biology and Chemistry on Adaptive Curriculum and FCAT Explorer. All students enrolled in mathematics courses covered by Acaletics have supplemental strategies, practice, and assessment materials to build and maintain skills for MAFS and EOC tests. All computer-based products and programs offered are aligned to Florida Standards. To monitor progress, teachers had to submit progress reports to the administration highlighting their students' accomplishments and a solution or next step for making improvement. (This report was due at midterm.) After the report cards are issued following each nine weeks grading period, teachers will be required to submit a progress monitoring report to show the current status as compared to the midterm. This initiative will support periodic data chats with both students and administration. Finally, while the literacy team has not been fully implemented, the school's library and classrooms are print rich. There is an array of literacy choices and texts available to meet the needs of all readers' interests and lexile measures. Resources to support instruction such as extensive classroom libraries, texts to support units of study, leveled books for small group instruction are available throughout the school site. Students have immediate access to all genres of materials.

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: After School Program

Minutes added to school year: 13,500

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities, and dropout prevention. The program will also engage adult family members in actively participating with students through educational and personal development opportunities.

Strategy Rationale

The purpose of providing this program is to:

1. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
2. Provide real-world activities that connect to the broader community
3. Provide effective tutoring and differentiated instruction for all skill levels
4. Integrate technology
5. Provide homework help
6. Plan activities that engage students and enhance skills across the curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

West, Ms. Pauline, westp@gcpsmail.com

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

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. District assessment progress monitoring scores will also be used to determine gains in reading and mathematics.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Prior to the new school year beginning, the middle school counselor along with a team goes to the incoming elementary schools and discusses being prepared for the middle school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained as students develop their three year plans. Information for participation in extra-curricular activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder elementary schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 7th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on track academically. New term schedules are then built and issued to all students prior to summer

break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

The administration also highly encourages students and parents to attend high school information nights offered throughout the year to keep parents abreast of school information and new policy changes regarding assessments and graduation requirements. Throughout the year, each guidance counselor is responsible for meeting individually and collectively with students and parents as needed to provide college, career, and life readiness skills.

College and Career Readiness

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

In accordance with Florida Statutes, students in grade 8th are enrolled in M/J United States History & Career Planning to meet the middle grades promotion requirements. The current Florida CHOICES career planning program will be used to satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals. The Career and Education Planning course will result in a completed personalized academic and career plan for each student; emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields.

Through the Florida CHOICES career planning program, students will discover their interests, values, and skills; explore their college or career options; and plan their future through portfolio and resume' building. Upon completion of students' eighth grade year, students will create an ePEP (electronic Personal Education Plan) account on the FACTS.org website. Students, with their counselor's assistance, will select a graduation plan---career, college or standard; diploma type---standard or certificate of completion; graduation track---3 year/18 credits or 4 year/24 credits; and career cluster. For all other students, the counselors meet occasionally with them to monitor individual's occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursuit a CTE path and take and pass corresponding certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy. They may pursue vocations in carpentry, business and technology, welding, nursing, nail technology, cosmetology and barbering, culinary arts, small engine repairs, automotive mechanics technology, and plumbing.

For students pursuing college-ready diplomas, taking the PERT, SAT, and ACT are strongly suggested to be eligible to attend Tallahassee Community College upon entering the tenth or eleventh grade and for achieving a score that allows entry in to a post-secondary institution of choice. The district's response to assisting the school with their endeavors includes transportation, textbook purchases, distance learning accommodations, dual-enrollment, and tuition. While the district has an agreement with TCC, the school also has a partnership that has been built through that relationship. This allows for dialogues regarding students' performance and pending registrations or probations. Students that enroll during their tenth grade year may earn an associates degree upon graduation from high school.

The school also has a partnership with FSU College of Medicine through the SSTRIDE program. Its

concentration is on students who are interested in pursuing careers in the medical field. Students in grade ten will take a biology course this year taught by SSTRIDE instructors. They will also have a mentor teacher to assist with tutoring, their assignments and projects. Field trips and campus visits will also be included in preparation of career and college readiness. Students will earn a credit in biology upon successful completion.

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School, or Keiser College. The district also shares a partnership with Keiser College that allows high school junior to pursue their interests in culinary arts, criminal justice, and informational technology. To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida. Guests include public and private colleges and universities, the armed forces, state and federal businesses, and local organizations. Guest presenters are also invited to speak to audiences ranging from classroom-size to the whole school.

Lastly, student progress is monitored not only through district assessments, but through monthly data chats (more often if needed). The Principal requires teachers to provide progress monitoring data twice during the grading period to ensure that they are not waiting too long to address issues that can be addressed immediately. The key to instruction is mastery and to not allow students to fail without intervention. Once a student starts falling behind, a team including the administration, will conduct data chats with students and provide possible assistance to improve performance within the next grading period to ensure success at each grade level in order to graduate on time. Students are also scheduled in remediation/intensive classes in order to improve their state assessments scores to Achievement Level 3 or higher. Students who are at a level 2 are targeted for extra support with the resource teacher. Administration and the counselor meet with students in grades 11-12 to take a college entrance exam such as the SAT or ACT. Students who are still lacking the required score will be pulled in order to ensure they are taking every opportunity possible to earn the score they need for graduation and post-secondary school. Other partners include FSU CROP for middle school students, TCC Talent Search for high school students and Gadsden Schools 21st CCLC for all grade levels 6-12.

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

West Gadsden High School offers the following CTE programs and courses:

Program: Digital Design

Career Cluster: Arts, A/V Technology and Communication

Courses: Introduction to Information Technology (8207310)

Digital Design 1 (8209510)

Digital Design 2 (8209520)

Digital Design 3 (8209530)

Digital Design 4 (8209540)

Program: Information & Communications Technology (ICT) Essentials

Career Cluster: Information Technology

Courses: Information and Communications Tech Essentials 1 (9009110)

Information and Communications Tech Essentials 2 (9099120)

Information and Communications Tech Essentials 3 (9099130)

Program: Admin Office Specialist

Career Cluster: Business, Management and Administration

Courses: Introduction to Information Technology (8207310) – High School Course*

Industry Certifications include Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook) and Adobe.

Program: Culinary Arts

Career Cluster: Hospitality and Tourism

Courses: Culinary Arts 1 (8800510)

Culinary Arts 2 (8800520)

Culinary Arts 3 (8800530)

Students can expect industry certification as a certified culinarian and ServSafe certificates.

Program: Criminal Justice Operations

Career Cluster: Law, Public Safety & Security

Courses: Criminal Justice Operations 1(8918010)

Criminal Justice Operations 2 (8918020)

Criminal Justice Operations 3 (8918030)

Criminal Justice Operations 4 (8918040)

Seniors and graduates completing these courses usually enroll in Pat Thomas Law Enforcement Academy and earn their certifications as dispatchers, armed and unarmed security officers, and correctional officers.

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

West Gadsden High offers three career and technical education programs. These programs have been 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 course sequence to take.

The high school counselor and assistant principal have been involved with having students plan for post-secondary participation which begins with the entrance of new students into ninth grade. WGHS supports students and parents by placing an emphasis on the following indicators:

- Focus on improving and maintaining reading and mathematics achievement scores
- Counseling to take college preparatory math and science courses as well as meeting foreign language requirements
- Florida Gold Seal Vocational Scholarship and Bright Futures Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increase the number of students who may qualify for college dual enrollment courses
- Counseling to take college placement exams such as PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Focus on getting more students to use FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of Gadsden Technical Institute's dual enrollment program as a stepping stone to other post-secondary programs upon graduation

Additionally, the following strategies are being used for improving student readiness for the public post-secondary level:

(1) Maximizing dual-enrollment recruitment efforts by having more 9th graders prepared to take the PERT, maintain their grade point averages, and be aware of the opportunities/take advantage of earning a two year degree prior to high school graduation.

(2) Hosting Career/College fair or exposition on campus; invite all students in grades 6-12.

(3) Administering the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the ACT.

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

West Gadsden High begins this process by providing a school wide focus on improving our reading achievement scores. Students are expected to use the close reading strategy and respond by citing text evidence in all classrooms. Students at the secondary levels, who are not at proficiency, are given intensive or critical thinking courses that focus on both English Language Arts and Mathematics

standards. While we did not have a significant percentage of students enrolled in TCC's dual enrollment program last year, we have increased from three to five and have an additional five students prepared for the spring semester. Students are scheduled to enroll via our distance learning program--a partnership made possible by PAEC. Earlier this year, the guidance counselors coordinated a college/career fair with several universities and post-secondary institutions for our students and will plan another for the spring. All 11th and 12th graders who are not graduation-ready are being encouraged to use fee waivers and take college placement exams. Also, all students are offered the opportunity to earn industry certifications in Microsoft Office Suite and ServSafe as well as complete three sequential courses in business or the culinary arts.

As a priority, individual meetings with juniors and seniors are scheduled to assist with applying for the ACT and SAT. Once the scores are posted for the second semester, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or the financial aid process. The counselors, senior sponsors, and university financial advisors will hold parent/student meetings to assist in the FAFSA application process.

WGHS will also be working with the district's Parent Services Department and the district's graduation coach to improve student readiness for the post-secondary level. If students have not meet the requirements for graduation due to the FCAT 2.0 Reading, then they will be tutored and provided interventions to take the ACT or SAT for a concordant score. The graduation coach assists students with registering for the ACT and SAT. Monthly meetings will be held at the district level from January through July and monthly reports of student results will be shared with the Principals, Superintendent, Deputy Superintendent and Counselors to plan next steps for increasing graduation rates for all high schools in Gadsden and for post-secondary participation.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement high yield instructional strategies that ensure achievement of learning expectations then we will be at the 50th percentile in performance as ranked with all combo schools in the state.

Strategic Goals Detail

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

G1. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will be at the 50th percentile in performance as ranked with all combo schools in the state. 1a

G050463

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Teachers, Videos, DA Team, Model Teachers

Targeted Barriers to Achieving the Goal 3

- Understanding what the instructional strategies are (clear definition)
- Instructional delivery is not at proficiency
- Protocol for effective collaboration is not in place for action planning.

Plan to Monitor Progress Toward G1. 8

Positive Outcome of Focused Classroom results

Person Responsible

Willie Jackson

Schedule

Weekly, from 10/15/2014 to 5/22/2015

Evidence of Completion

Focused Classroom Walk-through

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will be at the 50th percentile in performance as ranked with all combo schools in the state. **1**

 G050463

G1.B12 Instructional delivery is not at proficiency **2**

 B126412

G1.B12.S1 Professional development on high yield strategies to ensure achievement of learning expectations. **4**

 S138429

Strategy Rationale

Action Step 1 **5**

Professional Development on High Yield Strategies - The SBLT will participate in an in depth book study on Quality Questioning that will be shared through professional development of the faculty with the expectation of weekly implementation in the classroom.

Person Responsible

Willie Jackson

Schedule

Biweekly, from 1/19/2015 to 5/22/2015

Evidence of Completion

Classroom Walk-through

Action Step 2 5

Professional Development on High Yield Strategies- The leadership team will conduct a professional development on gradual release with the expectation of weekly implementation in the classroom.

Person Responsible

Sandra Riggins

Schedule

Weekly, from 11/4/2014 to 5/22/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Classroom Walk-through

Person Responsible

Cheryl Moody

Schedule

Weekly, from 1/19/2015 to 5/22/2015

Evidence of Completion

Focus Classroom Walk-through

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Student data will increase based on effective use of instructional practices.

Person Responsible

Cheryl Moody


Schedule

Weekly, from 1/19/2015 to 5/22/2015


Evidence of Completion

Quarterly Assessments, School Wide Data, Observations, Lesson Plans, Lesson Delivery, Performance Msters Data

G1.B13 Protocol for effective collaboration is not in place for action planning. 2

 B126413

G1.B13.S1 Create a system for collaboration at the school to achieve positive outcomes. 4

 S138403

Strategy Rationale

Action Step 1 5

Establish a protocol for school-wide collaborative meetings (calendar, roles, norms, forms, reference sheet, model teachers)

Person Responsible

Ms. Pauline West

Schedule

On 10/24/2014

Evidence of Completion

Calendar, Meeting Forms, Minutes from Meetings

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

SBLT will establish a system for Early Warning System (EWS) specifically targeting attendance, whereas reducing the number of students.

Person Responsible

Ms. Pauline West

Schedule

Monthly, from 10/15/2014 to 5/22/2015

Evidence of Completion

Interim Reports 4 1/2 weeks (SBLT)

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Positive outcome of focused classroom results

Person Responsible

Ms. Pauline West

Schedule

Weekly, from 10/15/2014 to 5/22/2015

Evidence of Completion

Focused Classrooms Walk-Through

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A1	Establish a protocol for school-wide collaborative meetings (calendar, roles, norms, forms, reference sheet, model teachers)	West, Ms. Pauline	10/7/2014	Calendar, Meeting Forms, Minutes from Meetings	10/24/2014 one-time
G1.B12.S1.A1	Professional Development on High Yield Strategies - The SBLT will participate in an in depth book study on Quality Questioning that will be shared through professional development of the faculty with the expectation of weekly implementation in the classroom.	Jackson, Willie	1/19/2015	Classroom Walk-through	5/22/2015 biweekly
G1.B12.S1.A2	Professional Development on High Yield Strategies- The leadership team will conduct a professional development on gradual release with the expectation of weekly implementation in the classroom.	Riggins, Sandra	11/4/2014		5/22/2015 weekly
G1.MA1	Positive Outcome of Focused Classroom results	Jackson, Willie	10/15/2014	Focused Classroom Walk-through	5/22/2015 weekly
G1.B13.S1.MA1	Positive outcome of focused classroom results	West, Ms. Pauline	10/15/2014	Focused Classrooms Walk-Through	5/22/2015 weekly
G1.B13.S1.MA1	SBLT will establish a system for Early Warning System (EWS) specifically targeting attendance, whereas reducing the number of students.	West, Ms. Pauline	10/15/2014	Interim Reports 4 1/2 weeks (SBLT)	5/22/2015 monthly
G1.B12.S1.MA1	Student data will increase based on effective use of instructional practices.	Moody, Cheryl	1/19/2015	Quarterly Assessments, School Wide Data, Observations, Lesson Plans, Lesson Delivery, Performance Mstters Data	5/22/2015 weekly
G1.B12.S1.MA1	Classroom Walk-through	Moody, Cheryl	1/19/2015	Focus Classroom Walk-through	5/22/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will be at the 50th percentile in performance as ranked with all combo schools in the state.

G1.B12 Instructional delivery is not at proficiency

G1.B12.S1 Professional development on high yield strategies to ensure achievement of learning expectations.

PD Opportunity 1

Professional Development on High Yield Strategies - The SBLT will participate in an in depth book study on Quality Questioning that will be shared through professional development of the faculty with the expectation of weekly implementation in the classroom.

Facilitator

Emily Jones, DA

Participants

School Based Leadership Team

Schedule

Biweekly, from 1/19/2015 to 5/22/2015

PD Opportunity 2

Professional Development on High Yield Strategies- The leadership team will conduct a professional development on gradual release with the expectation of weekly implementation in the classroom.

Facilitator

Sandra Rigging

Participants

Teachers

Schedule

Weekly, from 11/4/2014 to 5/22/2015

G1.B13 Protocol for effective collaboration is not in place for action planning.

G1.B13.S1 Create a system for collaboration at the school to achieve positive outcomes.

PD Opportunity 1

Establish a protocol for school-wide collaborative meetings (calendar, roles, norms, forms, reference sheet, model teachers)

Facilitator

Emily Jones , DA

Participants

School Based Leadership Team (SBLT)

Schedule

On 10/24/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0