

# Gainesville High School



2014-15 School Improvement Plan

## Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

<http://www.sbac.edu/pages/acps>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

42%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

53%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

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

- \*History of Holocaust
- \*History of Africans and African Americans
- \*Hispanic Contributions
- \*Women's Contributions
- \*Sacrifices of Veterans
- \*Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- \*Provide professional development training and support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
- \*Provide professional development to staff on increasing positive interactions with students.
- \*Teachers will use the first week of school to review school-wide expectations and give examples and non examples of inappropriate behavior in reference to interpersonal interactions between students and between teachers and students

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

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence.
- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



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

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

Teachers are trained in classroom management strategies at the beginning of each school year to ensure everyone is on the same page and that the system is fairly and consistently enforced. Deans consistently follow the Alachua County Public Schools District student code of conduct when consequences are needed. Reinforcement of these classroom management strategies are maintained through the classroom management professional learning community which uses Marzano's "Classroom Management that Works."

Students are also rewarded for appropriate behavior through the Gainesville High School "Student of the Week Program." These students are caught by staff members exhibiting the school-wide Canes Expectations and are recognized on the school announcements. These students also receive items such as tickets to GHS sporting events, gift cards and GHS paraphernalia as a reward. Teachers will attempt to make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time").

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

\*At risk students are identified at the start of their ninth grade year for the Gainesville High School student services program. The student services committee meets on a routine basis to discuss students and remove barriers to academic and social success. Administrators, Deans and Counselors meet individually with these students on a weekly basis to provide mentoring and help with everyday issues. These students are rewarded with an end of the year trip for maintaining a 2.5 cumulative GPA. Students are also taken on field trips which include information about college programs and technical programs. A parent night is held each semester to engage the parents of these students in their child's education. Assistance is provided to parents in signing up for parent portal, review of graduation requirements and how to access teacher websites through the school website.

\*Gainesville High School has partnered with the United Way to provide a check and connect coordinator on campus. Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school.

The Check & Connect trained mentor continuously:

Checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.

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

### **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**

\*Utilize data systems such as infinite campus to identify students who have attendance, behavior or academic concerns.

\*Create data decision rules for number of absences or Out of School suspension(s) before referral generated to school based or district based teams.

\*Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

\*Utilize the student developmental plan data driven practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	51	60	100	94	305
One or more suspensions	60	61	127	121	369
Course failure in ELA or Math	37	20	61	49	167
Level 1 on statewide assessment	44	33	42	15	134

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	41	46	18	14	119

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

**Attendance Concerns:**The names of students with five or more unexcused absences in a 30 consecutive calendar day period are reviewed to determine if additional action is needed. The parents of these students are contacted and provided with assistance in making sure student(s) attend school. If student(s) continue to be absent educational planning team meetings are scheduled and held which outlines a specific plan for school attendance. The school also works closely with the Districts truancy officer to ensure student attendance at school. If attendance issues persist a second educational planning team meeting will be held to address the issue. Student records will be turned over to the district for follow up if a student has ten to fifteen unexcused absences in a 90 consecutive calendar day period. Parents, teachers and guidance counselors will be invited to educational planning team meetings. Students and families may also be referred to outside agencies for service.

**Behavior Concerns:** Deans work closely with students, parents and teachers to provide consistent school-wide discipline. Assistance is provided to students, parents and teachers in understanding the school-wide behavior expectations. The Deans routinely review discipline data to identify students who are having discipline issues and work with the student, parents and teachers to devise a plan to help the student be more successful in a school setting. Students and families may also be referred to outside agencies for services.

**Academic Concerns:** Guidance counselors routinely review students who fail English Language Arts or mathematics courses.. These students are offered CROP and Adult Ed. options which will help students meet graduation requirements. Guidance counselors and teachers work together to identify students who are in need of exceptional student services. Administrators and guidance counselors

schedule meetings with parents and students during the summer to discuss credit deficiencies and ways for students to get back on track.

Level 1 score on statewide, standardized assessments in English Language Arts or mathematics: Eighth grade reading and math scores are reviewed to determine the best course schedule for students. Students are able to participate in reading and math tutoring four to six weeks before the state standardized test are administered.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

We will increase parental involvement at our school by:

- \*soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- \*ensuring non-threatening methods of introducing parents to teachers and administrators during events such as open house and curriculum night;
- \*offering professional development to school personnel concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- \*providing positive notes, letters and phone calls home and
- \*provide interactive tutorials during open house and all parent nights to parents who are unfamiliar with parent portal and other forms of educational technology.

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

Gainesville High School seeks out partnerships with the local community. Many local businesses and organizations have provided both financial support and volunteer support to assist our school and community. Numerous businesses donate to the school and individual school organizations throughout the year. These businesses receive advertising in the newsletter and at events. This money goes to directly support student groups and other needs at GHS.

Gainesville High School has a very strong alumni base. Many efforts are made to incorporate alumni groups and educate them about the current state of the school. Alumni groups are given access to the school during reunions on weekends and often a personal tour from the principal or athletic director. Many groups have donated money back to the school and are recognized at large school events (home football games).

These funds and resources are used for many needs. Efforts are currently underway to raise significant money to help improve the facilities of the school.

## 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
Shelnutt, David	Principal

## Duties

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

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

Darin Jones, Assistant Principal: Provides supervision over the facilities department, Dean's office and attendance office. Works closely with student services to provide solutions to student issues. Oversees the math department.

Mike Testa: Oversees the school wide curriculum. Works closely with each department to provide guidance on scheduling and interpreting state curriculum.

Mike DeLucas, Assistant Principal for Students Services: Oversees and guides the overall operation of the Rtl process. He provides leadership to the team in using data for appropriate decision making. Mr. DeLucas communicates with parents and faculty regarding the Rtl process. Oversees the ESE, foreign language and

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

Barbara Brown, School Counselor: Provides expertise on the appropriate role of student services personnel in assessment and provision of services to students and parents. Provides or arranges for appropriate student services interventions for students.

Patty Andress, School Psychologist: Participates in the collection, analysis and interpretation of data. Helps to design and provide appropriate intervention strategies. Participates in the assessment process.

Kathleen Solito, English Teacher: Provides information on core instruction and the curriculum. She also helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assists other staff members in providing tier 2 instruction.

Carolyn Ellis, Mathematics Teacher: Provides information on core instruction and curriculum. Helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assist other staff members in providing tier 2 instruction.

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

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

All of the funds for the Title X Homeless are derived from the school district. The district has a homeless advocate who works closely with the schools to provide services to homeless students and their families. Nutrition programs are also run through our district. Our CTE programs receive a budget from the district. These district funds are used to run programs such as our Academy of

Health Professions, career technical programs and Hospitality Program. Job training programs fall under our Exceptional Student Education program which are run through the district. All federal, state and local funding is used to fund these programs. Perkins funds are used to buy new equipment for these program.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
David Shelnutt	Principal
Janinie Plavac	Teacher
Terri Slattery	Teacher
Katie Rohan	Education Support Employee
Venisha Buchannon	Business/Community
Mark Rush	Business/Community
Kathy Robinson	Education Support Employee
Tony Jones	Business/Community
Keith Watts	Teacher
Julio Sarmiento	Business/Community
Christy Wassef	Student
Gayle Malpass	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*

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

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

The SAC was instrumental in the development of the school improvement plan. Mr. Shelnutt, Principal of Gainesville High School, met with the SAC to explain our academic/standardized test data for the 2013-2014 school year and develop goals to improve our graduation rate, academic and standardize testing data while pushing our lowest quartile students towards their fullest potential. The SAC committee will also assist the principal in developing ideas to overcome barriers which are preventing Gainesville High School from achieving our school goals.

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

SAC controls a large amount of revenue that comes to GHS through AP and AICE exams. SAC frequently votes to support school wide academic programs and also provides additional support for some teaching units. Teachers may apply for SAC grants to fund technology, classroom resources, and various other needs to support student achievement and growth.



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

After School Tutoring (\$18,000)

-One hour of after school tutoring is offered to students. We have four teachers working during each session.

Drop out prevention (Suspension Reduction-Saturday School) (\$2000)

-Students are offered Saturday School in lieu of an Out of School suspension. We have one teacher during each session.

Algebra I EOC/Geometry EOC Tutoring (\$6,000)

-Students are offered EOC tutoring eight weeks prior to the EOC test. We have one teacher during each session.

Drop out prevention (CROP Program During School) (\$14,000)

-We offer an in school CROP class for students who are credit deficient. We use one teacher for each subject area. Subject areas include math, science, social studies and English.

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

Yes

*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
Shelnutt, David	Principal

**Duties**

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

This group of professionals is comprised of leaders of literacy. This team will include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and all of our administrators. The team uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and we meet on a monthly basis (more if necessary) to assess progress towards accomplishing the goals. The team may promote support literacy in a variety of ways: through the 2014-2015 literacy nights, professional development, leaders coaching and modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Lisa McLeod serves as Gainesville High School's literacy leader for the 2014-2015 school year. She attends district trainings and brings back the information to GHS teachers. Mrs. McLeod will provide bi-weekly strategies to all GHS teachers to promote targeted learning activities teachers can utilize in all classrooms across the curriculum. Copies of the strategies will be provided to every teacher and discussions on the success will take place in department meetings and department chair meetings.

GHS has a "Word of the Day" program to promote vocabulary and provide a school wide push to improve literacy and student achievement. Teachers utilize the word during instructional time and many provide additional incentives to students to learn the words. The principal uses the word of the day during daily announcements prior to dismissal.

**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 learning team meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. 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.

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

- Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews and recruitment events.
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.
- Establish and maintain relationships with colleges and officials in the field of education to promote the District.

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

Gainesville High School, in cooperation with the College Board Partnership, provides opportunities for teachers to attend Advanced Placement Summer Institutes in order to become qualified to teach Advanced Placement Courses. The Gainesville High School Administrators are responsible in this area. The school district pays the testing fees for teachers who pass state certification exams in high demand academic areas. Specific teachers are encouraged to take the tests if they are identified as being capable of teaching in those areas. Mr. David Shelnut (Principal) and Everett Caudle (Director of Project Development) are responsible in this area.

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

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

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

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

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension which leads to greater understanding of standards by students.. 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***

- Holding meetings on a regular basis to make decision about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Creating units of study based on current data
- Students receiving push-in/pull out services for ESE/ESOL
- 

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Summer Program

**Minutes added to school year:** 2,880

Students who fail to pass the Algebra I EOC and Geometry EOC are given the opportunity to receive Algebra I EOC or Geometry EOC tutoring four weeks before the Algebra I EOC is administered during the summer. The class offers an intense Algebra I EOC and Geometry EOC review which prepares the students for the test. Students are chosen by their previous Algebra I EOC score. Students selected for the Algebra I EOC review have not passed the test and have a previous score of 370-398. A CIMS based model is used during this instruction.

**Strategy Rationale**

We are giving students the extra support in the skills needed to pass the Algebra I EOC and Geometry EOC.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Shelnutt, David, shelnudc@gm.sbac.edu

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 7,200

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

**Strategy Rationale**

Allows students to replace failing grades with a passing grade.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Shelnutt, David, shelnudc@gm.sbac.edu

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,480

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Shelnutt, David, shelnudc@gm.sbac.edu

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

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

**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**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**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**

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

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

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

All students are offered the opportunity to take many of our applied courses as part of their high school curriculum. Students can select from courses in hospitality and tourism, food production, business education and computer technology. The Applied Health Professions program has a selection process in which students submit applications during their 8th grade year. In the 2010-2011 school year Gainesville High School added the Institute of Hospitality and Tourism to the curriculum to provide students with additional career/technical educational choices. During the 2015-2016 school year Gainesville High School will offer a teacher training program for students.

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

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

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

- School based team review and provide assistance to specific students as needed.
- After school college readiness workshops for students
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents to explain their role in assisting students with being ready for college

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Our school goal is to have at least a 79% percent proficiency rate on the Algebra I and Geometry EOC test.
  
- G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA.

## 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.** Our school goal is to have at least a 79% percent proficiency rate on the Algebra I and Geometry EOC test. 1a

G052970

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	71.0

**Resources Available to Support the Goal** 2

- Professional Development opportunities
- Algebra I EOC Bootcamps
- Geometry Bootcamps
- PERT Bootcamps

**Targeted Barriers to Achieving the Goal** 3

- Parental involvement
- Student motivation
- Lack of Algebra I skills entering 9th grade

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

Ontrack assessments.

**Person Responsible**

David Shelnut

**Schedule**

Every 2 Months, from 10/1/2014 to 5/31/2015

**Evidence of Completion**

Data will be used to determine progress towards meeting goal.

**G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA. 1a

G045561

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

**Resources Available to Support the Goal** 2

- 1.English Language Arts District Curriculum Specialist
- 2. District Literacy Coaches
- 3.13-14 FCAT 2.0 Reading/Writing Data
- 4.PW Impact (High School Intensive Reading Curriculum)
- 

**Targeted Barriers to Achieving the Goal** 3

- 1. School wide teacher understanding of the benefits of implementing a new intensive reading curriculum.
- 2. Unfamiliarity with new curriculum materials.
- 3. Time constraints on availability to have substantive communication and collaboration among ELA I and Intensive Reading teachers

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

To improve reading proficiency among level 1 & 2 ninth graders, we will implement job-embedded professional development targeted at the ninth grade Intensive Reading teachers and we will support further learning by creating an online community for Intensive Reading teachers to share effective strategies and lesson plans.

**Person Responsible**

**Schedule**

Weekly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Data collection of individual student assessment data, cumulative review of classroom walk through data, informal and formal observations, students' nine weeks grades, teacher reflection statements and DOE data on FAIR and FSA assessments will show progress.

## 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.** Our school goal is to have at least a 79% percent proficiency rate on the Algebra I and Geometry EOC test. **1**

 G052970

**G1.B3** Lack of Algebra I skills entering 9th grade **2**

 B133474

**G1.B3.S1** Tutoring and math boot camps. **4**

 S145354

#### Strategy Rationale

Tutoring and extra support will provide the students the necessary skills to pass the Algebra I EOC.

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

Math tutoring will provide an environment where students can receive additional homework help.

#### Person Responsible

David Shelnutt

#### Schedule

Daily, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

We will monitor the number of students attending the daily tutoring to judge the effectiveness of the program.

**Action Step 2** 5

Math boot camps will be held 6 weeks prior to Algebra I EOC, Geometry EOC, and math PERT test.

**Person Responsible**

David Shelnett

**Schedule**

Quarterly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

We will look at the number of students attending the boot camps and who are also successful in achieving a passing score on the test.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Will monitor the number of students attending tutoring and boot camps.

**Person Responsible**

David Shelnett

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

We will monitor the number of students attending tutoring and boot camps and the number of students achieving a passing score.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

**Person Responsible**

**Schedule**


***Evidence of Completion***




**G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA. **1**

 G045561

**G2.B1** 1. School wide teacher understanding of the benefits of implementing a new intensive reading curriculum. **2**

 B112515

**G2.B1.S1** 1. Implement sustained professional development on new curriculum (PW Impact). **4**

 S123920

### **Strategy Rationale**

Teachers will be able to use new curriculum to help students.

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

Literacy coach will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also monitor lesson plans for fidelity of curriculum usage.

### **Person Responsible**

### **Schedule**

Biweekly, from 8/18/2014 to 5/31/2015

### **Evidence of Completion**

Classroom observations and lesson plan checks.

## Action Step 2 5

To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, our literacy coach will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.

### **Person Responsible**

### **Schedule**

Biweekly, from 8/18/2014 to 5/31/2015

### **Evidence of Completion**

Website visitation data, online participation and teacher reflections.

## Action Step 3 5

The school will provide teacher subs for intensive reading teachers so these teacher may review student data with each individual student.

### **Person Responsible**

David Shelnut

### **Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

### **Evidence of Completion**

Intensive reading teachers.

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

The fidelity of implementation of the Impact Program will occur through informal observations, classroom walk-throughs, and teacher reflection.

### **Person Responsible**

David Shelnut

### **Schedule**

Weekly, from 8/18/2014 to 5/31/2015

### **Evidence of Completion**

Evidence of completion will be full participation by Intensive Reading Teachers by November 30, 2013.

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

The implementation of the new Impact Reading curriculum will be monitored for effectiveness review of teacher lesson plans, class room walk-throughs, and in student assessment data of FAIR and teacher assessments.

### **Person Responsible**

David Shelnutt

### **Schedule**

Weekly, from 8/18/2014 to 5/31/2015

### **Evidence of Completion**

Intensive Reading teachers will use effective literacy strategies within the district pacing guide for Impact. Students' scores on winter administration of FAIR will reflect improvement.

**G2.B1.S2 2.** Encourage and support the use of new extended text and technology to increase student engagement. 4

 S123921

### **Strategy Rationale**

Students must be able to write extended responses.

## Action Step 1 5

Professional Development opportunities which will show teachers how to use the new FSA standards in their classroom curriculum.

### **Person Responsible**

David Shelnutt

### **Schedule**

Monthly, from 8/4/2014 to 3/31/2015

### **Evidence of Completion**

Pam O'Steen will guide us in these professional development activities. School wide lesson plans will be monitored to ensure teachers are using the strategies provided in the professional development activities.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B1.S3** Students will benefit from a one on one meeting with their reading teacher to discuss their progress monitoring data. 4

 S123925

**Strategy Rationale**

Students will know their strength/weaknesses and where they need to improve.

**Action Step 1** 5

Students will meet with their reading teacher three times during the year to discuss their progress monitoring data and the skills they need to improve.

**Person Responsible**

David Shelnutt

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Students will complete a survey which gauges their feelings on how the teacher interacts with them during these sessions.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B3** 3. Time constraints on availability to have substantive communication and collaboration among ELA I and Intensive Reading teachers 2

 B112520

**G2.B3.S1** Implement sustained professional development on new curriculum (PW Impact). 4

 S123926

**Strategy Rationale**

Teachers need professional development opportunities in new curriculum

**Action Step 1** 5

Teachers will understand best practices of delivering new curriculum to students.

**Person Responsible**

David Shelnut

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

FSA Data

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B3.S2** Encourage and support the use of new extended text and technology to increase student engagement. 4

 S123927

**Strategy Rationale**

Increased student engagement will lead to deeper comprehension.

**Action Step 1** 5

Teachers will be able to use strategies to allow for deeper student engagement.

**Person Responsible**

David Shelnett

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B3.S5** Utilize required lesson study to further investigative practices. 4

 S123930

**Strategy Rationale**

Lesson studies will lead to greater teacher understanding of what is required for deeper student engagement.

**Action Step 1** 5

Lesson study will provide teachers with a deeper understanding of student engagement.

**Person Responsible**

David Shelnett

**Schedule**

On 3/31/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B3.S5 6**

Principal will meet with Pam O'Steen and Lisa McLeod to finalize professional development dates and times.

**Person Responsible**

David Shelnutt

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Number of teachers attending professional development opportunities.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5 7**

Number of teacher attending professional development opportunities.

**Person Responsible**

David Shelnutt

**Schedule**

On 5/29/2015

**Evidence of Completion**

FSA data

**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
G2.B1.S1.A1	Literacy coach will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also		8/18/2014	Classroom observations and lesson plan checks.	5/31/2015 biweekly



**Alachua - 0151 - Gainesville High School - 2014-15 SIP**  
*Gainesville High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	monitor lesson plans for fidelity of curriculum usage.				
G2.B1.S3.A1	Students will meet with their reading teacher three times during the year to discuss their progress monitoring data and the skills they need to improve.	Shelnutt, David	8/18/2014	Students will complete a survey which gauges their feelings on how the teacher interacts with them during these sessions.	5/29/2015 quarterly
G1.B3.S1.A1	Math tutoring will provide an environment where students can receive additional homework help.	Shelnutt, David	9/1/2014	We will monitor the number of students attending the daily tutoring to judge the effectiveness of the program.	5/29/2015 daily
G2.B1.S2.A1	Professional Development opportunities which will show teachers how to use the new FSA standards in their classroom curriculum.	Shelnutt, David	8/4/2014	Pam O'Steen will guide us in these professional development activities. School wide lesson plans will be monitored to ensure teachers are using the strategies provided in the professional development activities.	3/31/2015 monthly
G2.B3.S1.A1	Teachers will understand best practices of delivering new curriculum to students.	Shelnutt, David	8/18/2014	FSA Data	6/3/2015 monthly
G2.B3.S2.A1	Teachers will be able to use strategies to allow for deeper student engagement.	Shelnutt, David	8/18/2014		5/29/2015 quarterly
G2.B3.S5.A1	Lesson study will provide teachers with a deeper understanding of student engagement.	Shelnutt, David	2/1/2015		3/31/2015 one-time
G2.B1.S1.A2	To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, our literacy coach will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.		8/18/2014	Website visitation data, online participation and teacher reflections.	5/31/2015 biweekly
G1.B3.S1.A2	Math boot camps will be held 6 weeks prior to Algebra I EOC, Geometry EOC, and math PERT test.	Shelnutt, David	9/22/2014	We will look at the number of students attending the boot camps and who are also successful in achieving a passing score on the test.	5/29/2015 quarterly
G2.B1.S1.A3	The school will provide teacher subs for intensive reading teachers so these teacher may review student data with each individual student.	Shelnutt, David	9/1/2014	Intensive reading teachers.	5/29/2015 quarterly
G1.MA1	Ontrack assessments.	Shelnutt, David	10/1/2014	Data will be used to determine progress towards meeting goal.	5/31/2015 every-2-months
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Will monitor the number of students attending tutoring and boot camps.	Shelnutt, David	9/1/2014	We will monitor the number of students attending tutoring and boot camps and the number of students achieving a passing score.	5/29/2015 weekly
G2.MA1	To improve reading proficiency among level 1 & 2 ninth graders, we will implement job-embedded professional development targeted at the ninth grade Intensive Reading teachers and we will support further learning by creating an online community for		8/18/2014	Data collection of individual student assessment data, cumulative review of classroom walk through data, informal and formal observations, students' nine weeks grades, teacher reflection statements and DOE data on FAIR	5/31/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Intensive Reading teachers to share effective strategies and lesson plans.			and FSA assessments will show progress.	
G2.B1.S1.MA1	The implementation of the new Impact Reading curriculum will be monitored for effectiveness review of teacher lesson plans, class room walk-throughs, and in student assessment data of FAIR and teacher assessments.	Shelnutt, David	8/18/2014	Intensive Reading teachers will use effective literacy strategies within the district pacing guide for Impact. Students' scores on winter administration of FAIR will reflect improvement.	5/31/2015 weekly
G2.B1.S1.MA1	The fidelity of implementation of the Impact Program will occur through informal observations, classroom walk-throughs, and teacher reflection.	Shelnutt, David	8/18/2014	Evidence of completion will be full participation by Intensive Reading Teachers by November 30, 2013.	5/31/2015 weekly
G2.B3.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B3.S2.MA1	[no content entered]			once	
G2.B3.S2.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	[no content entered]			one-time	
G2.B3.S5.MA1	Number of teacher attending professional development opportunities.	Shelnutt, David	8/18/2014	FSA data	
G2.B3.S5.MA1	Principal will meet with Pam O'Steen and Lisa McLeod to finalize professional development dates and times.	Shelnutt, David	8/18/2014	Number of teachers attending professional development opportunities.	5/29/2015 monthly

## 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.*

**G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA.

**G2.B1** 1. School wide teacher understanding of the benefits of implementing a new intensive reading curriculum.

**G2.B1.S1** 1. Implement sustained professional development on new curriculum (PW Impact).

### PD Opportunity 1

Literacy coach will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also monitor lesson plans for fidelity of curriculum usage.

#### Facilitator

Pam O'steen

#### Participants

Intensive Reading Teachers

#### Schedule

Biweekly, from 8/18/2014 to 5/31/2015

### PD Opportunity 2

To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, our literacy coach will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.

#### Facilitator

Pam O'Steen

#### Participants

Intensive Reading Teachers

#### Schedule

Biweekly, from 8/18/2014 to 5/31/2015

**G2.B1.S2** 2. Encourage and support the use of new extended text and technology to increase student engagement.

**PD Opportunity 1**

Professional Development opportunities which will show teachers how to use the new FSA standards in their classroom curriculum.

**Facilitator**

Pam O'Steen

**Participants**

All Teachers

**Schedule**

Monthly, from 8/4/2014 to 3/31/2015

## Technical Assistance Items

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

**G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA.

**G2.B3** 3. Time constraints on availability to have substantive communication and collaboration among ELA I and Intensive Reading teachers

**G2.B3.S2** Encourage and support the use of new extended text and technology to increase student engagement.

### **PD Opportunity 1**

Teachers will be able to use strategies to allow for deeper student engagement.

#### **Facilitator**

Lisa McCleod

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Our school goal is to have at least a 79% percent proficiency rate on the Algebra I and Geometry EOC test.	27,000
<b>Goal 2:</b> As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA.	1,500
<b>Grand Total</b>	<b>28,500</b>

### Goal 1: Our school goal is to have at least a 79% percent proficiency rate on the Algebra I and Geometry EOC test.

Description	Source	Total
<b>B3.S1.A1</b>	School Improvement Funds	22,000
<b>B3.S1.A2</b>	Other	5,000
<b>Total Goal 1</b>		<b>27,000</b>

### Goal 2: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 70% of our students proficient in this area on the 2015 FSA.

Description	Source	Total
<b>B1.S1.A3</b>	General Fund	500
<b>B1.S3.A1</b>	School Improvement Funds	500
<b>B3.S2.A1</b>	General Fund	500
<b>Total Goal 2</b>		<b>1,500</b>