

Alachua County Public Schools

# Gainesville High School



2015-16 School Improvement Plan

## Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	43%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	58%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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.

Beliefs:

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

##### 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.

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

**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 and improved instruction professional learning community

Students are also rewarded for appropriate behavior through the Gainesville High School "Student of the Week Program." These students are caught by staff members exhibiting the school-wide Canes Expectations and are recognized on the school announcements. These students also receive 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").

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

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

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

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

### 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). (attendance, course failure, college-career planning gaps, FAFSA completion), ext.

#### 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	42	53	44	54	193
One or more suspensions	8	106	87	68	269
Course failure in ELA or Math	103	129	125	150	507
Level 1 on statewide assessment	88	90	24	59	261

*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	69	114	72	76	331

#### 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 to graduate.

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?

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/220512>.

#### **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**

Gainesville High School seeks out partnerships with local community leaders. 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. The University of Florida provides a number of

student volunteers and mentors for our Gainesville High School students.

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

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

## 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:

Name	Title
Shelnutt, David	Principal
Jones, Darin	Assistant Principal
DeLucas, Michael	Assistant Principal
Testa, Michael	Assistant Principal
Long, Detra	Teacher, K-12
Solito, Kathleen	Teacher, K-12
Shuping, Erik	Teacher, K-12
McLeod, Lisa	Teacher, K-12
Santelli, Francisco	Teacher, K-12
Butfiloski, Carmen	Guidance Counselor
Lewerenz, Steve	Other
Tamayo, Yulia	Psychologist
Palmer, George	Teacher, K-12

#### 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 school leadership and serves as our instructional 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 system and adjust curriculum if needed.

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

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

Mike DeLucas, Assistant Principal for Students Services: Oversees and guides the overall operation of the Rtl process. He provides leadership to the team information on using Rti data for appropriate decision making at Gainesville High School. Mr. DeLucas communicates with parents and faculty regarding the Rtl process and how to best serve students through ESE programs. Provides instructional feedback to teachers to improve classroom instruction. Uses school wide data to provide professional learning communities which increase teacher collaboration and use of best practices. Makes sure teachers are following the scope and sequence.

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

Yulia Tamayo, School Psychologist: Interprets student data and makes suggestions on the best programs for students.

Carmen Butfiloski, 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 student

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

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

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

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

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

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

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

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

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

All of the funds for the Title X Homeless 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:

Name	Stakeholder Group
David Shelnutt	Principal
Janinie Plavac	Teacher
Katie Rohan	Education Support Employee
Venisha Buchannon	Business/Community
Dr. Mark Rush	Business/Community
Kathy Robinson	Education Support Employee
Tony Jones	Business/Community
Keith Watts	Teacher
Julio Sarmiento	Business/Community
Gayle Malpass	Student
Teresa Kraus	Teacher
Rebekah Malpass	Student

#### 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 improvement plan and has a voice in the development of goals and areas of need for the following school year. These ideas are discussed and are initiated by the principal. After the start of the next school year, SAC reviews the final SIP and votes to adopt it.

##### *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 2014-2015 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:**

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

**Duties**

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

This group of professionals is comprised of literacy leaders on the Gainesville High School campus which include our literacy leaders, a representative from ESOL, a representative from ESE, and 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 2015-2016 literacy nights, professional development, leaders coaching and modeling strategies, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and through other initiatives.

Lisa McLeod and Francisco Santelli serve as Gainesville High School's literacy leaders for the 2015-2016 school year. Both attend district trainings and return with pertinent information for GHS teachers. Ms. McLeod and Mr. Santelli 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.

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

After reviewing the writing data from the past three years and seeing a decline the Writing Infusion Professional Learning Community (PLC) was born. The Writing Infusion PLC provides 9th and 10th grade ELA , science and social studies teachers with strategies to increase opportunities for students to improve their informative and argumentative writing skills across content areas. The PLC is led by Mr. Santelli, Ms. McLeod, Mr. Fields, Ms. Mitsch and Mr. Jones.

Literacy in the Classroom-This PLC , led by Mrs. Hogan, meets to discuss adding reading and literacy in the classroom. Teachers review scholarly articles and discuss specific strategies to increase student reading both inside and outside the classroom.

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

## 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 which encourages positive working relationships between teachers is participation in professional learning communities. Gainesville High School has ten PLC's from which teachers may choose to participate in during the 2015-2016 school year.

- \*Writing Infusion
- \*Educational Technology
- \*ESOL
- \*Classroom Management Equals Improved Instruction
- \*ESE strategies
- \*Improving Questioning Sequences in the Classroom
- \*Growth Mindset
- \*Positive Behavior Interventions
- \*9th Grade Student Services
- \*Literacy in the Classroom and Beyond

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



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

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

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

## **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 math, reading and writing curriculum that aligns to the standards. This supports a deeper

level of comprehension which leads to greater understanding of standards by teachers. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards. Each core subject also has a scope and sequence which is provided to teachers.

### **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 formative and summative assessments which measure instructed standards
- Using results from formative and summative assessments to re-teach standards which were below proficiency
- Monitoring progress at the class and grade level during Learning Team Meetings
- Creating units of study based on current data
- Students receiving push-in/pull out services for ESE/ESOL
- 

***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**

Dean Gantt has started a program at Gainesville High School in which she communicates with feeder schools. She will participate in a collaborative effort with the feeder schools ensuring a smooth transition from middle to high school.

**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 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**

Students may select from courses in hospitality and tourism and digital design.  
Students may earn the following industry certifications in hospitality and tourism:  
Certifications through National Restaurant Association:

\*Certified Food Protection Manager (Year 3/4)

Certifications through American Hotel & Lodging Ed. Institute:

\*Certified Guest Service Gold Professional (yr 1)

\*Certified Maintenance Employee (year 2/3)

\*Certified Guest Room Attendant (year 2/3)

\*Certified Restaurant Server (Yr 2/3)

\*Certified Front Desk Representative (Yr 2/3)

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

Students may earn the following industry certifications in digital design:

\*Photoshop CC 2015

\*Illustrator CC 2015

\*Dreamweaver CC 2015

\*Premiere Pro CC 2015

\*Flash CC 2015

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

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

CET - Certified Electrocardiographic Technician

CNA - Certified Nursing Assistant

EMT - through Dual Enrollment

CPT - Certified Pharmacy Technician

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

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

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

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

### **Problem Analysis Summary**

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

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Increase instructional quality through classroom snapshots, instructional feedback and professional development opportunities.
- G2.** GHS will decrease discipline referrals by 2% as compared to 2014-2015.
- G3.** Increase graduation rate by 1% as compared to the 2014-2015 school year.
- G4.** Bottom quartile student performance will increase by 2% on state assessments.
- G5.** Increase the Algebra I EOC passing rate by 2%.

## Strategic Goals Detail

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

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

G073644

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	75.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Time Constraints

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

AIMS Progress Monitoring.

**Person Responsible**

Darin Jones

**Schedule**

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

**Evidence of Completion**

AIMS Progress Monitoring.



**G2. GHS will decrease discipline referrals by 2% as compared to 2014-2015.** 1a

G073645

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	2.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

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

Student discipline data.

**Person Responsible**

Darin Jones

**Schedule**

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

**Evidence of Completion**

Student discipline data.

**G3. Increase graduation rate by 1% as compared to the 2014-2015 school year.** 1a

G073646

**Targets Supported** 1b

Indicator	Annual Target
5-Year Grad Rate	1.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G3.** 8

AIMS Algebra I data.

**Person Responsible**

Detra Long

**Schedule**

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

**Evidence of Completion**

Lesson plans

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

G073647

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	70.0

**Resources Available to Support the Goal** 2

- Intensive reading and FSA English courses.
- Data chats between reading teachers and students.
- Writing infusion PLC creating cross curriculum strategies and planning.
- ACT tutoring.
- Word of the Day.
- Strategy of the week.

**Targeted Barriers to Achieving the Goal** 3

- Increasing student self-esteem.

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

G073648

**Targets Supported 1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	55.0

**Resources Available to Support the Goal 2**

- Support facilitation to aid ESE students in one lower level Algebra I class.
- Provide math boot camps for Algebra I students.

**Targeted Barriers to Achieving the Goal 3**

- Funding for Algebra I boot camps.

**Plan to Monitor Progress Toward G5. 8**

AIMS Assessment data

**Person Responsible**

Darin Jones

**Schedule**

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

**Evidence of Completion**

AIMS Assessment Data

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

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

 G073644

**G1.B1** Time Constraints **2**

 B192322

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

 S203788

#### Strategy Rationale

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

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

Provide quality professional development opportunities in instructional strategies.

#### Person Responsible

Darin Jones

#### Schedule

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

#### Evidence of Completion

Professional development surveys.

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

Review of professional development agendas.

**Person Responsible**

David Shelnut

**Schedule**

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

***Evidence of Completion***

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

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

Review Professional Development Surveys.

**Person Responsible**

David Shelnut

**Schedule**

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

***Evidence of Completion***

Use professional rubric to determine effectiveness of professional development.

**G2.** GHS will decrease discipline referrals by 2% as compared to 2014-2015. 1

G073645

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

B192323

**G2.B1.S1** Intervention and counseling groups 4

S203789

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Darin Jones

#### Schedule

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

#### Evidence of Completion

Reduction in student discipline issues.

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

Meet with student groups on monthly basis.

#### Person Responsible

Darin Jones

#### Schedule

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

#### Evidence of Completion

Student discipline data

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

Monitor student attendance at meetings.

**Person Responsible**

Darin Jones

**Schedule**

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


**Evidence of Completion**

Student discipline data.


**G3. Increase graduation rate by 1% as compared to the 2014-2015 school year.** 1

 G073646

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

 B192324

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

 S203791

**Strategy Rationale**

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

**Action Step 1** 5

Review of AIMS progress monitoring data.

**Person Responsible**

Darin Jones

**Schedule**

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

**Evidence of Completion**

AIMS Assessment Data



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

Review of AIMS data

**Person Responsible**

Detra Long

**Schedule**

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

***Evidence of Completion***

AIMS Data

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

Meeting Agendas

**Person Responsible**

David Shelnett

**Schedule**

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

***Evidence of Completion***

Attendance Logs

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

G073647

**G4.B1 Increasing student self-esteem. 2**

B192327

**G4.B1.S1 Growth mindset professional development. 4**

S203792

**Strategy Rationale**

Teaching students how to take charge of their learning.

**Action Step 1 5**

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

**Person Responsible**

David Shelnut

**Schedule**

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

**Evidence of Completion**

Completion of PLC and use of growth mindset strategies.

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

Monthly meetings

**Person Responsible**

David Shelnut

**Schedule**

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

**Evidence of Completion**

Use of strategies in the classroom

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

Provide necessary support to teachers.

**Person Responsible**

David Shelnutt

**Schedule**

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


**Evidence of Completion**

Survey

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

 G073648

**G5.B1 Funding for Algebra I boot camps. 2**

 B192328

**G5.B1.S1 Funding Algebra I boot camps. 4**

 S203793

**Strategy Rationale**

Providing Algebra I boot camps will increase student proficiency rates on Algebra I EOC test.

**Action Step 1 5**

Provide funding for Algebra I boot camps.

**Person Responsible**

David Shelnutt

**Schedule**

On 6/3/2016

**Evidence of Completion**

Proficiency rates from previous years in regards to students who have been included in Algebra I boot camps.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Provide School Advisory Committee with detailed list of Algebra I boot camp activities.

**Person Responsible**

**Schedule**

On 6/3/2016

**Evidence of Completion**

Algebra I boot camp formative student data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Provide detailed line budget item of funds spent to fund Algebra I boot camp.

**Person Responsible**

David Shelnett

**Schedule**

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

**Evidence of Completion**

Monthly expenditures

**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.B1.S1.A1	Provide quality professional development opportunities in instructional strategies.	Jones, Darin	8/24/2015	Professional development surveys.	6/3/2016 monthly
G2.B1.S1.A1	Use discipline data to select students in need of small group interventions.	Jones, Darin	8/24/2015	Reduction in student discipline issues.	6/3/2016 biweekly
G3.B1.S1.A1	Review of AIMS progress monitoring data.	Jones, Darin	8/24/2015	AIMS Assessment Data	6/3/2016 biweekly
G4.B1.S1.A1	Providing a professional learning community in growth mindset will provide teachers with the power to help students take ownership of their education.	Shelnett, David	8/24/2015	Completion of PLC and use of growth mindset strategies.	6/3/2016 monthly
G5.B1.S1.A1	Provide funding for Algebra I boot camps.	Shelnett, David	8/24/2015	Proficiency rates form previous years in regards to students who have been included in Algebra I boot camps.	6/3/2016 one-time
G1.MA1	AIMS Progress Monitoring.	Jones, Darin	8/24/2015	AIMS Progress Monitoring.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Review Professional Development Surveys.	Shelnutt, David	8/24/2015	Use professional rubric to determine effectiveness of professional development.	6/3/2016 monthly
G1.B1.S1.MA1	Review of professional development agendas.	Shelnutt, David	8/24/2015	Teachers will be able to immediately incorporate strategies into their classroom.	6/3/2016 monthly
G2.MA1	Student discipline data.	Jones, Darin	8/24/2015	Student discipline data.	6/3/2016 monthly
G2.B1.S1.MA1	Monitor student attendance at meetings.	Jones, Darin	8/24/2015	Student discipline data.	6/3/2016 monthly
G2.B1.S1.MA1	Meet with student groups on monthly basis.	Jones, Darin	8/24/2015	Student discipline data	6/3/2016 monthly
G3.MA1	AIMS Algebra I data.	Long, Detra	8/24/2015	Lesson plans	6/3/2016 monthly
G3.B1.S1.MA1	Meeting Agendas	Shelnutt, David	8/24/2015	Attendance Logs	6/3/2016 monthly
G3.B1.S1.MA1	Review of AIMS data	Long, Detra	8/24/2015	AIMS Data	6/3/2016 monthly
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Provide necessary support to teachers.	Shelnutt, David	8/24/2015	Survey	6/3/2016 monthly
G4.B1.S1.MA1	Monthly meetings	Shelnutt, David	8/24/2015	Use of strategies in the classroom	6/3/2016 monthly
G5.MA1	AIMS Assessment data	Jones, Darin	8/24/2015	AIMS Assessment Data	6/3/2016 monthly
G5.B1.S1.MA1	Provide detailed line budget item of funds spent to fund Algebra I boot camp.	Shelnutt, David	8/24/2015	Monthly expenditures	6/3/2016 monthly
G5.B1.S1.MA1	Provide School Advisory Committee with detailed list of Algebra I boot camp activities.		8/24/2015	Algebra I boot camp formative student data	6/3/2016 one-time

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

### **G1.B1** Time Constraints

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

#### **PD Opportunity 1**

Provide quality professional development opportunities in instructional strategies.

##### **Facilitator**

David Shelnut

##### **Participants**

Teachers and Staff

##### **Schedule**

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

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

### **G4.B1** Increasing student self-esteem.

**G4.B1.S1** Growth mindset professional development.

#### **PD Opportunity 1**

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

##### **Facilitator**

David Shelnut

##### **Participants**

Teachers

##### **Schedule**

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

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide quality professional development opportunities in instructional strategies.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	500-Materials and Supplies	0151 - Gainesville High School	School Improvement Funds	91.0	\$1,000.00
<i>Notes: Funds used for books and materials.</i>						
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Use discipline data to select students in need of small group interventions.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7800	651-Bus(es)	0151 - Gainesville High School		40.0	\$1,000.00
<i>Notes: Funds will be used to transport students on field trips.</i>						
<b>3</b>	<b>G3.B1.S1.A1</b>	<b>Review of AIMS progress monitoring data.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	120-Classroom Teachers	0151 - Gainesville High School		91.0	\$1,000.00
<i>Notes: Provide teachers with opportunities to review AIMS data and collaborate.</i>						
<b>4</b>	<b>G4.B1.S1.A1</b>	<b>Providing a professional learning community in growth mindset will provide teachers with the power to help students take ownership of their education.</b>				<b>\$0.00</b>
<b>5</b>	<b>G5.B1.S1.A1</b>	<b>Provide funding for Algebra I boot camps.</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0151 - Gainesville High School		4.0	\$6,000.00
<i>Notes: Teacher Salaries</i>						
					<b>Total:</b>	<b>\$9,000.00</b>