

Gadsden County Schools

Gadsden County High School



2016-17 School Improvement Plan

Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year Grade	2015-16	2014-15	2013-14	2012-13
	D	D*	F	F

**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 is pending approval by the Gadsden County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Gadsden County High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

West Gadsden High School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

b. Provide the school's vision statement

Nurtured and educated students who are career, college, and civic ready

2. School Environment

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

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

The school leaders

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

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

The SBLT

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

information about students' cultures

- Uses a variety of tools including technology to organize and analyze data

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

The Principal

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

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

The SBLT

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

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

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements a comprehensive school counseling program (Student

Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

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

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

Before

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

During

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

After School

- A 21st Century Community Learning Centers after-school program has recently been launched for three hours, three days a week for the remainder of the year. An administrator and site coordinator will be present to assist with administrative operations and campus security.
- School funded transportation is available after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.

In addition to routine safety procedures, the school

- Uses the Raptor Security System for checking in all visitors to the campus
- Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
- Posts directional and informational signage throughout and out the campus (especially outside main entrance) and hallway
- Provides professional development through the district, state and at the school level on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
- Implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified

student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources

- Provides separate guidance counselors and services for both middle and high school students
- Enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary)
- Models and teaches interpersonal expectations in non-academic settings for non-instructional personnel --- office staff, bus drivers, cafeteria personnel, and after-school personnel --- and gives them instruction for reporting violations to appropriate administrator
- Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis
- Clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies
- Dictates safety protocol immediately and posts rules specific to the classroom on a classroom wall. Also, reiterates rules for common areas of the school, such as the hallways, library, gym, restrooms and school cafeteria.
- Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.
- Creates more opportunities for student-student and student-teacher interaction through small learning communities, as lower student-teacher ratios promote interaction, staff members who are assigned as mentors to individual students or groups
- Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.
- Has a standing rule in the classroom that everyone's opinion is valued and being disrespectful to classmates is not acceptable.
- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (Professional Learning Communities and team meetings)
- Rewards students for academic achievement, but also reward improvement and best efforts
- Encourages students to lead regular class or school meetings with open discussion of issues,
i.e. Student Government
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.)

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

West Gadsden High School follows the District's Student Code of Conduct for managing students' behavior. It was developed/written by school and district employees and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians,

making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training with the first three months of their hire date to ensure and maintain a safe learning environment.

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

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

3. 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).

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

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

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

Data decision rules and interventions are developed to monitor and improve EWS which are detrimental to students' success. The district has also developed a plan of action for helping school with the identifying and monitoring through the hiring of a social worker assigned to secondary schools only. The district also partners with high schools to

establish a graduation team which included the dropout prevention coordinator and guidance counselor. To ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, in-service training are held at the school level.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	31	58	28	24	30	0	0	0	171

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using i-Ready for reading and mathematics, Go Math, CPALMS lessons and resources; Parent notifications for students identified ; and counseling sessions for students and facilitator, and intensive courses. The Administrative team and the high school counselor both host quarterly senior meetings with parents and students in which grad checks are discussed. Interventions to close student need gaps related to earning warning system are also provided. Lastly, district initiatives such as Saturday test prep tutorials for state and national assessments for held either face-to-face or using Edgenuity; credit recovery classes are offered using Edgenuity; and targeted summer school sessions are also held.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mills, James	Principal
Pace, Rocky	Assistant Principal
Moody, Cheryl	Assistant Principal

b. Duties

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

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

Other member roles include:

James Mills - Principal

Duties: Florida Standards, 21st CCLC, Accountability, Accreditation, Auditors, Bible/Prayer in Schools, Budget, Business Partners, Master Calendar, Career and Technical Education,

Differentiated Accountability, English/language arts, Ethics, Equity, Faith-based Partners, Finance, Florida Partnership, FTE, Graduation, Grants, Grievances, Hiring, JROTC, Labor Relations, Leadership Development, Marketing, Mentoring, Parent and Community Outreach, Parent Involvement Plan, Payroll, Personnel, Public Relations, Red Cross Disaster Site Lead, SAC/PTA, School Choice, School Improvement Plan, Science, Sexual Harassment, Staffing Plan, Strategic Plan, Title 1, Volunteers

Rocky Pace - Assistant Principal for Discipline

Duties: Florida Standards, Athletics, Attendance, Bell Schedule, Building Inspections, Bullying, Bus Requests, Character Education, Club Day, Crisis Prevention, Custodial Services, Discipline, Duty Roster, Emergency Drills, Fine Arts, Fire Safety, FISH, Inventory, Food Service, Immunizations, Juvenile Justice, Lunch Schedule, Maintenance, Medicaid Billing, Missing Children, Non-instructional Staff, Nurses and Medication Administration, OSHA Contact, Parking Permits, Physical Education, Positive Behavior Support, Radios, Restraint and Seclusion Reporting, Safety and Security, SESIR, Social Studies, SREOY, Student Activities, Suicide Threat Assessment, Technology, Tobacco Intervention/Prevention, Transportation, Truancy, Voter Education, Work Permits, World Languages

Cheryl Moody - Assistant Principal for Curriculum

Duties: Florida Standards, Academic Challenges, Adult Education Referrals, Advanced Placement Program, Assessment, Assistive Technology, Bright Futures Scholarship Submission, MyCareerShines, Clinical Education Placements, College Readiness, Computer Labs/Laptop Carts, Community Service Hours, Copyright Requests, Curriculum, Driver Education, Dropout Prevention, Dual Enrollment, ESOL, Exceptional Student Education, Field Trips, Florida Virtual School, GED Referrals, Grade Submission and Review, Guidance, Home Education Referrals, Hospital/Homebound, Instructional Materials, Master Scheduling, Mathematics, Media Center, Military Compact-Students of Military Parents, Migrant Students, Parent Conferences, Pupil Progression Plan, Professional Development, Recognitions, Registration, Report Cards/Progress Reports, RtI/MTSS, Student Services, Students in Transition (Homeless), Substitute Teachers, Surrogate Parents, TOY/RTOY, Talented 20, Teenage Parent Program, Vocational Rehabilitation, Website

Shannon Williams - Instructional Coach

Duties: Florida Standards, Assemblies, Awards and Rewards, Data Analysis, Coaching

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

The SBLT identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes through the process of a multi-tiered system of supports. Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

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

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

1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

- 1) The SBLT's role is to develop a school implementation plan and ensure its implementation. Meetings will be held bi-weekly and more frequently if requested.
- 2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or evaluation report(s).
- 3) General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Supplementary Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).
- 4) ESE teachers participate in the data collection phase also, integrate core instructional activities/material into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
- 5) Program Specialist will serve as a resource person for interventions and evidenced-based strategies in working with students. This person will also be responsible for keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
- 6) Instructional Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs (i-Ready) that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Rodriguez	Parent
James Mills	Principal
Rocky Pace	Education Support Employee
Cheryl Moody	Education Support Employee
Patricia Mosley	Parent
Delwyn Hall	Teacher
Eric Toussaint	Teacher
Anna Perez	Student
Dineasi Smith	Parent
Carlos Wright, Sr.	Parent
Tirzah Mosley	Student
Tonya Crittenden	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The evaluation of the 2015-2016 School Improvement Plan is pending from the district.

b. Development of this school improvement plan

The School Advisory Council receives monthly updates on the implementation of the School Improvement Plan and makes necessary updates. The Council provides support and input in the operation of the school. On Tuesday, September 6, 2016, the SAC will provide input on the 2016-17 SIP. (Sign-in sheets and agendas are available for review.)

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

The amount is yet to be determined. As of Monday, August 29, 2016, no funds have been specifically allocated from the district to support school improvement activities within the SIP. A total of \$84,000 from Title 1 has been allocated to provide support for students.

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

The school received \$24,000 from SIG(a) for the purposes of implementing school improvement activities. These funds were utilized for salary for an additional month for two assistant principals to develop plans and interventions for the 2016-17 school year. In addition, the salary for the Core Leadership Team was also paid from these funds for the August 3-4, 2016, meeting. This meeting was used to develop a way-of-work for the 2016-17 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Mills, James	Principal
Moody, Cheryl	Assistant Principal

b. Duties

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

The literacy leadership team will work to increase the number of students meeting grade level

expectations and proficiency standards. The focus of the literacy team will be to develop a plan to

increase readership of non-fiction and complex text and implement the Core Reading Program with fidelity.

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

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

D. Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content and/or common grade-levels. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Teachers meet weekly in different professional learning centers including faculty meeting (first and third Monday of each month), subject-area meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, all teachers have common planning daily from 7:15

A.M. to 7:40 A.M. During the morning, PLC opportunities focus on professional development activities, teachers building rapport, fine-tuning high yield teaching strategies, and creating project-based learning activities. Mondays are reserved for ELA, Tuesdays for math, Wednesdays for science, Thursdays for social studies, and Fridays for career and technical education.

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

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

The Personnel Department along with the Director, hosts a district-wide transfer day and recruitment which are followed up with an orientation workshop to formally welcome new hires, complete necessary induction forms/applications, register for and practice using district technology programs as they pertain to job performance.

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

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

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

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

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

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

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

The professional development programs generally include: a support team to coordinate and support the professional development of the teacher; a peer mentor to offer face-to-face feedback and assistance throughout the learning experience; an assessor to provide guidance, assessment of program tasks and feedback (personnel department); a building-

level administrator or designee to verify successful demonstration of all education competencies (teacher evaluation) and offer support throughout the program; competency-based tasks to provide in-depth acquisition of the Florida Educator Accomplished Practices; professional education test preparation to demonstrate knowledge of educational pedagogy; and a reading endorsement competency to demonstrate competency in reading methods and strategies.

While the school relies heavily on the district to take the lead in the teacher induction program, one-on-one mentoring in lesson planning; classroom management strategies; individual student

interventions; technical assistance with Skyward (student management system) and instructional software; data analysis for progress monitoring purposes; organizational skills and record keeping; management of professional learning communities in-service activities; implementation of the Marzano Evaluation process; and an overview of the new Florida Standards and project based learning activities are provided. The school's objective is to help ensure that all new and beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. We believe this leads to retention of the best and most effective teachers and reduces the stress of constantly retraining and recruiting educators year after year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

The school's Core Leadership Team members also serve as part of the RtI team due to limited number of staff members available to perform the duties. Generally, the team meets as needed to discuss and manage school wide situations. Through the RTI process, all students in Tier 1 receive quality, research-based instruction, which is differentiated to meet their needs. Through periodic progress monitoring and data analysis struggling learners are identified and given additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and progress. At Tier 3, students receive individualized, intensive interventions that target their skill deficits for the remediation of existing problems and the prevention of more severe problems. In essence, the needs of all students are being addressed at some level, even if they are at the initial stage of awareness. The team feels that there is a great need to provide additional staff for ELL and ESE students.

The school reviews data throughout the year. District assessments are being administered three times this year to monitor progress and guide instruction in mathematics, English language arts, social studies and science classes. The program specialist assigned to the school, along with the Student Study Team, scheduled ESE and 504 students and coordinated their schedules as needed with teachers who have been trained in inclusion teaching. Likewise, ELL students have been scheduled with teachers with ESOL training. All students have been mainstreamed to experience the full benefits of being able to learn with their peers. Supports including modeling, scaffolding, peer help, extended discussion, and the use of visual aids are often employed.

To further differentiate instruction, all middle grade students are scheduled in lab classes a minimum of two periods weekly to receive supplemental reading, mathematics, and/or science instruction on i-Ready and Edgenuity. All high school students are assigned lab time for: ELA instruction and intervention through the i-Collections Series; Algebra 1, Algebra 2; Geometry, and ACT prep on Edgenuity. All computer-based products and programs offered are aligned to Florida Standards.

To monitor progress, teachers submit progress reports to the administration highlighting their students' accomplishments and a solution or next step for making improvement. After the report cards are issued following each nine weeks grading period, teachers will be required to submit a progress monitoring report to show the current status as compared to the midterm. This initiative will support periodic data chats with both students and administration.

Finally, while the literacy team has not been fully implemented, the school's library and classrooms are print rich. There is an array of literacy choices and texts available to meet the needs of all readers' interests and Lexile measures. Resources to support instruction such as extensive classroom libraries, texts to support units of study, leveled books for small group instruction are available throughout the school site. Students have immediate access to all genres of materials.

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

Strategy: After School Program

Minutes added to school year: 13,500

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

Strategy Rationale

The purpose of providing this program is to:

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mills, James, millsj@gcpsmail.com

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

with their new surroundings.

For returning students---rising 7th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on track academically. New term schedules are then built and issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first “Back to School” open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

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

b. College and Career Readiness

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

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

Through the FloridaShines career planning program, students will discover their interests, values, and skills; explore their college or career options; and plan their future through portfolio and resume’ building. Upon completion of students’ eighth grade year, students will create an ePEP (electronic Personal Education Plan) account on the FloridaShines website. Students, with their counselor’s assistance, will select a graduation plan---career, college or standard; diploma type---standard or certificate of completion; graduation track---3 year/18 credits or 4 year/24 credits; and career cluster.

For all other students, the counselors meet occasionally with them to monitor individual’s occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursuit a CTE path and take and pass corresponding

certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy. They may pursue vocations in carpentry, business and technology, welding, nursing, drafting and design, nail technology, cosmetology and barbering, culinary arts, small engine repairs, automotive mechanics technology, and plumbing.

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

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

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School, or Keiser College. The district also shares a partnership with Keiser College that allows high school junior to pursue their interests in culinary arts, criminal justice, and informational technology.

To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida. Guests include public and private colleges and universities, the armed forces, state and federal businesses, and local organizations. Guest presenters are also invited to speak to audiences ranging from classroom-size to the whole school.

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

school students, TCC Talent Search for high school students and Gadsden Schools 21st CCLC for all grade levels 6-12.

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

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

Program: Agritechnology (8106800)
Career Cluster: Agriculture, Food, and Natural Resources
Courses:
-Agriscience Foundations 1 (8106810)
-Agritechnology 1 (8106820)
-Agritechnology (8106830)

***Middle-school students are able to complete the following courses:
-Introduction to Agriscience (8100120)
-Orientation to Agriscience (8100310)
-Fundamentals of Agriculture, Food, and Natural Resources Services (8021400)

***Middle-school students completing the middle-school program of study below are able to complete the AGSPACE Certification for GIS Beginners digital tool certification examination, which is sanctioned by DigitalQuest, Inc. The AGSPACE Certification for GIS Beginners is a CAPE approved geospatial certification that meets the needs of Middle Schools wanting to offer the Florida CAPE Digital Tool Certificate. A certification designed for Florida's Agriculture, Food, & Natural Resources Students at the middle school level that gives students basic knowledge in geospatial skills in the context and application of agriculture. Through geospatial technology certification students are measured against multidisciplinary skills that utilize digital mapping and visual presentation skills, word processing, database/spreadsheets and database queries. Further, content specific questions measure and quantify a student's ability to use these technologies in agricultural and environmental settings.

***Students completing the Agritechnology program are able to complete the Agriculture Technician industry certification examination, which is sanctioned by Agriculture Education Services and Technology, Inc. The Agriculture Technician is trained in Agricultural safety Environmental resource conservation and management, Plant growth and reproduction; including fertilization, irrigation and pest control, Animal systems and livestock management; including health and reproduction, Agricultural machinery and facility maintenance and operations, Agribusiness marketing and finance concepts and Mathematics and physical science skills.

Program: Digital Media/Multimedia Design (8201200)
Career Cluster: Arts, A/V Technology and Communication
Courses:
-Digital Media/Multimedia Foundations 1 (8201210)
-Digital Media/Multimedia Foundations 2 (8201220)
-Digital Media/Multimedia Foundations 3 (8201230)
-Digital Media/Multimedia Foundations 4 (8201240)
-Digital Media/Multimedia Foundations 5 (8201250)
-Digital Media/Multimedia Foundations 6 (8201260)
-Digital Media/Multimedia Foundations 7 (8201270)

***Middle-school students are able to complete the following courses:

- Information and Communications Technology (ICT) Essentials 1 (9009110)
- Information and Communications Technology (ICT) Essentials 2 (9099120)
- Introduction to Information Technology (8207310)

***Middle-school students are able to complete industry certifications, including Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook).

***Students completing the Digital Media/Multimedia Design program are able to complete various industry certification examinations, which are all sanctioned by Adobe Systems. A list of industry certifications by course is listed below.

1) Digital Media/Multimedia Foundations 1: Adobe Certified Associate (ACA) - Photoshop (Creative Cloud)

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Photoshop enables users to animate video frames, paint and clone over multiple video frames, and import and export video files in a wide range of formats, engaging user experiences that create more accurate composites.

2) Digital Media/Multimedia Foundations 2: Adobe Certified Associate (ACA) - InDesign
The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their non-certified peers.

3) Digital Media/Multimedia Foundations 3: Adobe Certified Associate (ACA) - Illustrator
Adobe Certified Associate Illustrator is a powerful and versatile tool for creating illustrations, logos and graphics for print and the Web. Using vector software, you can produce detailed and scalable art for almost any application. This course will teach you how to create and maintain a broad range of graphic types for purposes such as web sites, corporate stationery, newsletters and advertising banners. Understanding the ins and outs of Adobe Illustrator will give you the creative edge when it comes to producing interesting and original graphic compositions.

4) Digital Media/Multimedia Foundations 4: Adobe Certified Associate (ACA) - Dreamweaver

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Dreamweaver is the industry leading web development tool, enabling users to efficiently design, develop, and maintain standards-based web sites and applications.

5) Digital Media/Multimedia Foundations 5: Adobe Certified Associate (ACA) - Flash

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Flash enables users to integrate animation, video, text, audio and graphics into engaging user experiences that span a wide variety of digital devices, from desktops to mobile phones.

6) Digital Media/Multimedia Foundations 6: Adobe Certified Associate (ACA) - Premiere Pro
The Adobe Certified Associate (ACA) certification allows you to demonstrate proficiency in Adobe digital communications tools. Become a Certified Associate and stand apart from your peers, boost your confidence, and expand your career opportunities.

7) Digital Media/Multimedia Foundations 7: Adobe Certified Expert (Premiere Pro)

As a Certified Adobe Expert (Specialist), this certification recognizes an individual's

knowledge in the Adobe Premiere Pro product- Setting up Projects; Capturing Media; Editing; Working with Audio; Creating DVDs, etc.

Program: Culinary Arts (8800500)
Career Cluster: Hospitality and Tourism
Courses:

- Culinary Arts 1 (8800510)
- Culinary Arts 2 (8800520)
- Culinary Arts 3 (8800530)
- Culinary Arts 4 (8800540)

***Students completing the Culinary Arts program are able to complete the Certified Food Protection Manager (ServSafe) industry certification examination, which is sanctioned by the National Restaurant Association Educational Foundation. Florida Statute 509.039 requires certification of all food service managers who are responsible for the storage, preparation, display, or serving foods to the public. ServSafe training covers critical principles including personal hygiene, cross contamination, time and temperature, receiving and storage, food safety management systems, training hourly employees, sanitation, the flow of food through the operation, and sanitary facilities and pest management.

***Once students have completed the Certified Food Protection Manager (ServSafe) industry certification, they have the option of completing the National ProStart Certificate of Achievement, which is also sanctioned by the National Restaurant Association Educational Foundation. The National Restaurant Association Educational Foundation (NRAEF) certification programs offer a professional credential achieved through completion of an in-depth course of study in the areas identified as crucial to performing a job. This may also include on-the job experience related to the course of study.

Program: Public Safety
Career Cluster: Law, Public Safety & Security
Courses:

- This program is undergoing changes during the 2015-16 school year.

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

Program: Finance (8815100)
Career Cluster: Finance
Courses:

- Introduction to Information Technology (8207310)
- Accounting Applications 1 (8203310)
- Financial Operations (8815110)
- Persona Financial Planning (8815120)

***Students completing the Finance program are able to complete the Quickbooks Certified User industry certification examination, which is sanctioned by Intuit. The QuickBooks Certified User Program is designed for people who use QuickBooks in their day-to-day job. This includes bookkeepers, office managers and owners. The program is intended to broaden, deepen and verify your knowledge of QuickBooks Financial Software (Pro, Premier, and Enterprise editions) through training and testing. For more information, visit <http://www.realworldtraining.com>.

***Middle-school students completing the middle-school program of study below are able to complete the Microsoft Office Specialist: Microsoft Office Word and Microsoft Office Specialist: Microsoft Office Excel CAPE Digital Tool Certificates, which are sanctioned by Microsoft Corporation. A Microsoft Office Specialist (MOS) certification helps validate proficiency in using Microsoft Office 2010/2013 and meets the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Students are also eligible to complete the Microsoft Office Outlook, Microsoft Office PowerPoint, Microsoft Office Access, and Microsoft Office SharePoint certification examination. Once students have completed three of the six certifications, he or she qualifies for the Microsoft Office Specialist (MOS) Bundle Certification (3 of 6).

Program: Horticulture Science and Services (8121600)
Career Cluster: Agriculture, Food and Natural Resources
Courses:

- Agriscience Foundations 1 (8106810)
- Introductory Horticulture 2 (8121510)
- Horticulture Science 3 (8121520)
- Horticulture Science and Services 4 (8121610)
- Horticulture Science and Services 5 (8121620)
- Horticulture Science and Services 6 (8121630)

***Middle-school students are able to complete the following courses:

- Introduction to Agriscience (8100120)
- Orientation to Agriscience (8100310)
- Fundamentals of Agriculture, Food, and Natural Resources Services (8021400)

***Students completing the Horticulture Science and Services program are able to complete the Certified Horticulture Professional industry certification examination, which is sanctioned by the Florida Nursery Growers and Landscape Association. The Florida Nursery, Growers & Landscape Association (FNGLA) Certified Horticulture Professional (FCHP) program is the industry's only standard for measuring horticulture knowledge on everything from plant and pest identification to landscape management. FCHP promotes professionalism among horticulture professionals, including nursery, greenhouse, landscape and retail garden center employees. The FCHP certification exam emphasizes general plant/soil sciences, pest/plant identification techniques, and plant usage/management in the landscape.

***Middle-school students completing the middle-school program of study below are able to complete the AGSPACE Certification for GIS Beginners digital tool certification examination, which is sanctioned by DigitalQuest, Inc. The AGSPACE Certification for GIS Beginners is a CAPE approved geospatial certification that meets the needs of Middle Schools wanting to offer the Florida CAPE Digital Tool Certificate. A certification designed for Florida's Agriculture, Food, & Natural Resources Students at the middle school level that gives students basic knowledge in geospatial skills in the context and application of agriculture. Through geospatial technology certification students are measured against multidisciplinary skills that utilize digital mapping and visual presentation skills, word processing, database/spreadsheets and database queries. Further, content specific questions measure and quantify a student's ability to use these technologies in agricultural and environmental settings.

Program: Early Childhood Education (8405100)

Career Cluster: Education and Training

Courses:

- Early Childhood Education 1 NEW (8405110)
- Early Childhood Education 2 NEW (8405120)
- Early Childhood Education 3 NEW (8405130)
- Early Childhood Education 4 NEW (8405140)

***Students completing the Early Childhood Education program are able to complete the Child Development Associate (CDA) industry certification examination, which is sanctioned by the Council for Professional Recognition. A Child Development Associate (CDA) is an individual who has successfully completed the CDA assessment process and has been awarded the CDA credential. CDA's are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. For more information, visit <http://www.cdacouncil.org>.

***Students who complete the full program are also eligible for the Early Childhood Professional Certificate (ECPC), which is sanctioned by the Florida Department of Children and Families. Students must meet all requirements listed ECPC Program Guidelines, including being age 18.

Program: Engineering Pathways (9400300)

Career Cluster: Engineering and Technology Education

Courses:

- Introduction to Engineering Design (8600550)
- Principles of Engineering (8600520)
- Digital Electronics (8600530)
- Computer Integrated Manufacturing (8600560)
- Engineering Design and Development (8600650)

***Students completing the Engineering Pathways program are able to complete the Certified LabVIEW Associate Development (CLAD) industry certification examination, which is sanctioned by National Instruments Corporation. The Associate Developer- is the first step in the certification process for professionals; entry level certification for students; and represents a broad and complete understanding of the core features of the NI products. This certification is designed for professionals and students who wish to demonstrate: a foundational proficiency in the use of NI products and technologies for test and measurement applications; and technical growth in the use of NI products and technologies for their job functions or projects.

***Once students complete the Certified LabVIEW Associate Development (CLAD) industry certification, they can complete the Autodesk Certified User - AutoCAD industry certification examination, which is sanctioned by Autodesk. Autodesk Certified User Program is for Entry Level Job Skills. This certification measures one's knowledge of this product. AutoCAD software allows an individual to design, visualize, and document their ideas clearly and efficiently. Autodesk has one goal: increasing productivity.

***Middle-school students completing the middle-school program of study below are able to complete the ICT - Gaming Essentials and ICT - Programming & Logic Essentials CAPE Digital Tool Certificates, both of which are sanctioned by Certification Partners. The ICT - Gaming Essentials digital certificate focuses on the fundamentals of interactive computer game creation, including design process, criteria and constraint identification, content research, storyboard creation, program flow modeling, program code creation, and result

evaluation and modification practices. The ICT - Programming & Logic Essentials digital certificate focuses on the basics of programming languages, including Boolean concepts, truth tables, logic, program structure, pseudo-code, iterative statements and syntax rules.

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

West Gadsden High offers eight (8) career and technical education programs. These programs have been organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

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

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

- (1) Maximizing dual-enrollment recruitment efforts by having more 9th graders prepared to take the PERT, maintain their grade point averages, and be aware of the opportunities/ take advantage of earning a two year degree prior to high school graduation.
- (2) Hosting Career/College fair or exposition on campus; invite all students in grades 6-12.
- (3) Administering the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the ACT.

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

West Gadsden High begins this process by providing a school wide focus on improving our reading achievement scores. Students are expected to use the close reading strategy and respond by citing text evidence in all classrooms. Students at the secondary levels, who are not at proficiency, are given intensive or critical thinking courses that focus on both English Language Arts and Mathematics standards. While we did not have a significant percentage of students enrolled in TCC's dual enrollment program last year,

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

N/A

B. Problem Analysis Summary

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

Strategic Goals Detail

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

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials. **1a**

G086911

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	25.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	30.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	30.0
Algebra II EOC Pass Rate	30.0
Geometry EOC Pass Rate	30.0
Bio I EOC Pass	45.0
U.S. History EOC Pass	65.0
4-Year Grad Rate (Standard Diploma)	80.0
CTE Industry Certification Exam Passing Rate	100.0
Civics EOC Pass	37.0

Targeted Barriers to Achieving the Goal 3

- Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.
- Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students.
- Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Capital City Youth Services
- DISC Village, Inc.
- Vocational Rehabilitation
- FSU CROP
- FSU CARE
- FAMU Educational Talent Search
- TCC Educational Talent Search
- Education Transformation Office (ETO)
- USF PS/Rtl Project
- School Psychologist
- School Social Worker

- Exceptional Student Education (ESE) Department
- Gadsden County Sheriff's Office
- Barkley Security Agency
- Herff Jones (Brad Maxwell)
- Curriculum Associates (iReady/Florida Ready)
- Edgenuity (Greg Guy)
- FSU SSTRIDE
- Teen Court
- AMI Kids
- Vision Quest
- Gadsden County Department of Health
- Camelot Community Care
- Apalachee Center, Inc.

Plan to Monitor Progress Toward G1. 8

Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework will be monitored for improvement throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.

Plan to Monitor Progress Toward G1. 8

Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at the end of the 2016-17 school year to monitor progress toward the SMART goals outlined in Step 1.

Person Responsible

James Mills

Schedule

On 6/30/2017

Evidence of Completion

Graduation rate; FCAT 2.0, FSA, and EOC 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. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials. **1**

G086911

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices. **2**

B231006

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust. **4**

S243742

Strategy Rationale

The staff will be committed to the school, receive strong professional development, and work together to improve the school.

Action Step 1 **5**

Subject-area teams will meet twice a month to participate in Professional Learning Communities (PLCs) related to topics identified as high-yield in increasing student achievement.

Person Responsible

James Mills

Schedule

Biweekly, from 8/22/2016 to 8/26/2016

Evidence of Completion

PLC agendas, sign-in sheets, and minutes

Action Step 2 5

The master schedule will reflect common planning daily for all teachers in all subjects for the purpose of collaborating, planning, and supporting colleagues.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 8/25/2017

Evidence of Completion

2016-17 Master Schedule

Action Step 3 5

Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.

Person Responsible

Cheryl Moody

Schedule

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

Evidence of Completion

Data reports from iReady, Edgenuity, and Performance Matters

Action Step 4 5

A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Mentoring Program Guide, meeting schedule, agendas, sign-in sheets

Action Step 5 5

Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Teacher Needs Assessment, Professional Development Calendar, agendas, sign-in sheets, ePDC records, follow-up activities

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

The administrative team will attend and participate in Professional Learning Community (PLC) meetings to ensure topics are being discussed.

Person Responsible

James Mills

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC agendas, sign-in sheets, and products

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

The administrative team will monitor access and use of data from iReady, Performance Matters, and Edgenuity to ensure teachers are using data to develop Tier 1, Tier 2, and Tier 3 interventions.

Person Responsible

James Mills

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Access logs, lesson plans showing interventions created from data within iReady, Performance Matters, and/or Edgenuity

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

The administrative team will ensure that mentors and mentees are meeting on a monthly basis to implement the teacher induction program.

Person Responsible

James Mills

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas and sign-in sheets from mentor/mentee meetings

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

The administrative team will ensure that all teachers participate in professional development sessions relevant to individual and collective teaching assignments, adding attendance information in the ePDC.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Professional development agendas and sign-in sheets; ePDC feedback and assignments

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

Classroom observation data on teachers will be collected and analyzed quarterly through Observation 360 to evaluate effectiveness of the strategy.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observation 360 data from Domain 1 of the Marzano Art and Science of Teaching Framework

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

Student assessment data will be collected through iReady, Performance Matters, and Edgenuity to measure learning gains following the implementation of interventions.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student data from iReady (middle school reading and mathematics); Edgenuity (high school reading and mathematics); Performance Matters (science and social studies)

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity. 4

S243743

Strategy Rationale

Classes will be academically demanding and engage students by emphasizing the application of knowledge.

Action Step 1 5

The amount of assessments will be reduced to ensure ample time for teaching and learning. Assessments that are given will be aligned to standards and developed curriculum pacing guides.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

School assessment calendar

Action Step 2 5

Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/30/2017

Evidence of Completion

Edgenuity enrollment records

Action Step 3 5

The school will work in tandem with the district's 21st Century Community Learning Center program to further enhance reading, mathematics, and enrichment opportunities.

Person Responsible

Cheryl Moody

Schedule

On 7/28/2017

Evidence of Completion

Lesson plans, after-school rosters, site visit reports

Action Step 4 5

All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom observations

Action Step 5 5

Teachers will use district-developed curriculum guides to guide instruction.

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

District-developed curriculum guides

Action Step 6 5

Career and technical programs will be expanded to include criminal justice, culinary arts, horticulture science and services, agritechnology, finance, early childhood education, and digital media/multimedia design. Additionally, extensive counseling regarding CTE opportunities through Gadsden Technical Institute and Tallahassee Community College will be provided.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

2016-17 WGHS Program of Study; counseling visits; public relations literature

Action Step 7 5

Additional focus will be placed on counseling students regarding dual enrollment opportunities through Tallahassee Community College and Florida Agricultural and Mechanical University.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Counseling visits; PERT/ACT/SAT records

Action Step 8 5

Students will be exposed to daily opportunities for remediation and enrichment through both in-class and lab activities for reading and/or mathematics using iReady (6-8) and Edgenuity (9-12).

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans; lab schedules; iReady/Edgenuity usage reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The administrative team and instructional coach will monitor the implementation of district-developed curriculum guides.

Person Responsible

Cheryl Moody

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observations will be conducted to evaluate implementation of the district-developed curriculum guides

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Edgenuity enrollment and performance reports will be monitored to ensure implementation for credit recovery and acceleration.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Edgenuity enrollment and performance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The administrative team and instructional coach will monitor the use of iReady and Edgenuity for remediation/enrichment in reading and mathematics.

Person Responsible

Cheryl Moody

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iReady and Edgenuity usage reports and growth charts

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Enrollment records for each career and technical education program will be tracked for increases in enrollment.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

CTE course records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom observation data from Domain 1 of the Marzano Art and Science of Teaching Framework will be collected through Observation 360 on a weekly basis to evaluate progress throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress monitoring data will be collected and analyzed from iReady, Performance Matters, and Edgenuity to evaluate improvements in reading, mathematics, science, and social studies throughout the 2016-17 school year.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Performance data from career and technical education industry certification examinations will be collected to monitor the effectiveness of instruction in each program.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

CTE industry certification exam results

G1.B2 Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students. 2

B231007

G1.B2.S1 The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust. 4

S243744

Strategy Rationale

The entire school staff will build strong relationships with families and communities to support learning.

Action Step 1 5

The principal will establish an open door policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.

Person Responsible

James Mills

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Principal's Letter to Parents and Community Members

Action Step 2 5

Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.

Person Responsible

James Mills

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

School Advisory Council meeting announcements in newspapers, website, and marquee

Action Step 3 5

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Skyward attendance and grade records

Action Step 4 5

Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: Making Mathematics Come Alive at Home; Household Science; College Financial Aid; Reading at Home; How to Use iReady and Edgenuity; and Bullying and Harassment.

Person Responsible

James Mills

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee

Action Step 5 5

Parents and community members will be asked to serve on hiring committees for faculty and staff in an effort to develop relationships and communicate the process for how teachers and staff are selected.

Person Responsible

James Mills

Schedule

Annually, from 1/4/2016 to 6/30/2017

Evidence of Completion

Interview schedules; interview questions and responses; recommendation sheets

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

The administrative team will monitor the frequency of attendance and grade updates made within the Skyward system.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Skyward attendance and grade records

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

The administrative team will track student and parent attendance at quarterly parent meetings.

Person Responsible

James Mills

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent meeting agendas and sign-in sheets

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

Parent surveys will show an increase in teacher-parent trust and communication.

Person Responsible

James Mills

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent survey results

G1.B2.S2 The school will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust.

4

S243745

Strategy Rationale

The school will be safe and orderly, teachers will have high expectations for students, and students will be supported by their teachers and peers.

Action Step 1 5

The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.

Person Responsible

Rocky Pace

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline records; counseling notes

Action Step 2 5

Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.

Person Responsible

Cheryl Moody

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Comprehensive Guidance Plan

Action Step 3 5

The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting schedules; agendas; sign-in sheets; program websites

Action Step 4 5

The school will implement a Positive Behavior Support (PBS) program where students with no unexcused absences, no behavioral referrals, and only one unexcused tardy within the last five (5) days will be granted access to the weekly activity period, which will take place on Friday afternoons for 40 minutes.

Person Responsible

Rocky Pace

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Weekly attendance and behavior records

Action Step 5 5

Each career and technical education program will fully implement a corresponding career and technical student organization (CTSO) for the purposes of community involvement and career development.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

CTSO calendar of events; public relations announcements

Action Step 6 5

A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.

Person Responsible

James Mills

Schedule

Annually, from 1/2/2017 to 3/31/2017

Evidence of Completion

School climate survey results

Action Step 7 5

All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data

Action Step 8 5

The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (RtI), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will monitor discipline records each month to track incidents and suspensions.

Person Responsible

Rocky Pace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline records

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will track students who are rewarded through the Positive Behavior Support (PBS) program on a weekly basis, specifically examining attendance and discipline.

Person Responsible

Rocky Pace

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBS rosters

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team and instructional coach will monitor students participating in interventions on a monthly basis through usage reports in iReady and Edgenuity.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Usage and performance reports from iReady and Edgenuity

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will conduct weekly classroom observations to examine components in Domain 1 of the Marzano Art and Science of Teaching Framework.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings each week, the administrative team and instructional coach will share classroom observation data from Observation 360 to track improvements in teaching and learning.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings once per month, the administrative team and instructional coach will analyze progress monitoring data from iReady, Edgenuity, and Performance Matters for improvements in reading, mathematics, science, and social studies.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings once per month, the administrative team and instructional coach will analyze attendance and discipline data for improvements outlined in the school's PBS plan.

Person Responsible

Rocky Pace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance and discipline data

G1.B3 Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. 2

B231008

G1.B3.S1 The school will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust. 4

S243746

Strategy Rationale

The principal will work with teachers to implement a clear and strategic vision for school success.

Action Step 1 5

A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly to discuss strategies for school improvement, monitoring fidelity of implementations, and making decisions for next steps.

Person Responsible

James Mills

Schedule

Monthly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Weekly Core Leadership Team agendas, sign-in sheets, minutes

Action Step 2 5

The principal will actively cultivate an environment where everyone's voice can be heard, respected, and considered in making decisions. The principal will also establish an open door policy for all employees.

Person Responsible

James Mills

Schedule

Daily, from 8/4/2016 to 6/2/2017

Evidence of Completion

Staff survey results

Action Step 3 5

A comprehensive program of study will be developed through input by administrators, teachers, and staff in an effort to solidify a coherent program of study for students.

Person Responsible

James Mills

Schedule

Annually, from 8/4/2016 to 6/2/2017

Evidence of Completion

2016-17 Program of Study

Action Step 4 5

Administrators will participate in weekly departmental meetings to provide support and demonstrate servant leadership.

Person Responsible

James Mills

Schedule

Weekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Departmental meeting agendas; sign-in sheets; minutes

Action Step 5 5

The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and post-conferences will be held to discuss look-fors and summaries of observations.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Pre- and post-conference documentation; Observation 360 data

Action Step 6 5

Teachers will be surveyed regarding the professional development they deem relevant to improving their instructional craft. These results, along with data from statewide, standardized assessments, will be used to develop a comprehensive professional development calendar.

Person Responsible

James Mills

Schedule

Annually, from 8/4/2016 to 6/2/2017

Evidence of Completion

Professional Development Calendar; survey results

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

The administrative team will monitor agendas, sign-in sheets, and minutes from the weekly Core Leadership Team meetings.

Person Responsible

James Mills

Schedule

Weekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Core Leadership Team agendas, sign-in sheets, and minutes

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

The administrative team and instructional coach will monitor agendas, sign-in sheets, and minutes from monthly departmental meetings.

Person Responsible

James Mills

Schedule

Biweekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Departmental meeting agendas, sign-in sheets, and minutes

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

Classroom observations will be monitored through Observation 360 to provide feedback to teachers on Domain 1 elements of the Marzano Art and Science of Teaching Framework.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

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

Teachers will demonstrate improvement on the elements of Domain 1 of Marzano's Art and Science of Teaching Framework throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

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

Professional development from teacher surveys and classroom observation data will be provided as a means for continuous school improvement.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Survey results, classroom observation data, and professional development calendar

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A315375	Subject-area teams will meet twice a month to participate in Professional Learning Communities...	Mills, James	8/22/2016	PLC agendas, sign-in sheets, and minutes	8/26/2016 biweekly
G1.B2.S2.A6 A315398	A comprehensive school climate survey will be administered to teachers, students, and parents to...	Mills, James	1/2/2017	School climate survey results	3/31/2017 annually
G1.MA1 M327049	Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework...	Mills, James	8/15/2016	Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.	5/26/2017 monthly
G1.B1.S1.MA1 M327021	Classroom observation data on teachers will be collected and analyzed quarterly through Observation...	Mills, James	8/15/2016	Observation 360 data from Domain 1 of the Marzano Art and Science of Teaching Framework	5/26/2017 monthly
G1.B1.S1.MA6 M327022	Student assessment data will be collected through iReady, Performance Matters, and Edgenuity to...	Moody, Cheryl	8/15/2016	Student data from iReady (middle school reading and mathematics); Edgenuity (high school reading and mathematics); Performance Matters (science and social studies)	5/26/2017 quarterly
G1.B1.S1.MA1 M327023	The administrative team will attend and participate in Professional Learning Community (PLC)...	Mills, James	8/22/2016	PLC agendas, sign-in sheets, and products	5/26/2017 weekly
G1.B1.S1.MA3 M327024	The administrative team will monitor access and use of data from iReady, Performance Matters, and...	Mills, James	8/29/2016	Access logs, lesson plans showing interventions created from data within iReady, Performance Matters, and/or Edgenuity	5/26/2017 weekly
G1.B1.S1.MA4 M327025	The administrative team will ensure that mentors and mentees are meeting on a monthly basis to...	Mills, James	8/22/2016	Agendas and sign-in sheets from mentor/mentee meetings	5/26/2017 monthly
G1.B1.S1.A4 A315378	A mentoring program for new teachers and teachers new to West Gadsden High School will be developed...	Mills, James	8/15/2016	Mentoring Program Guide, meeting schedule, agendas, sign-in sheets	5/26/2017 monthly
G1.B2.S1.A3 A315390	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate...	Mills, James	8/15/2016	Skyward attendance and grade records	5/26/2017 daily
G1.B2.S1.A4 A315391	Parent meetings related to the following topics will be held throughout the school year to promote...	Mills, James	8/15/2016	Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee	5/26/2017 quarterly
G1.B1.S2.MA1 M327027	Classroom observation data from Domain 1 of the Marzano Art and Science of Teaching Framework will...	Mills, James	8/15/2016	Classroom observation data	5/26/2017 weekly
G1.B1.S2.MA6 M327028	Progress monitoring data will be collected and analyzed from iReady, Performance Matters, and...	Moody, Cheryl	8/15/2016	Progress monitoring data	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA8 M327029	Performance data from career and technical education industry certification examinations will be...	Mills, James	8/15/2016	CTE industry certification exam results	5/26/2017 annually
G1.B1.S2.MA1 M327030	The administrative team and instructional coach will monitor the implementation of...	Moody, Cheryl	8/15/2016	Classroom observations will be conducted to evaluate implementation of the district-developed curriculum guides	5/26/2017 weekly
G1.B1.S2.MA2 M327031	Edgenuity enrollment and performance reports will be monitored to ensure implementation for credit...	Mills, James	8/15/2016	Edgenuity enrollment and performance reports	5/26/2017 monthly
G1.B1.S2.MA4 M327033	Enrollment records for each career and technical education program will be tracked for increases in...	Mills, James	8/15/2016	CTE course records	5/26/2017 annually
G1.B1.S2.A1 A315380	The amount of assessments will be reduced to ensure ample time for teaching and learning....	Mills, James	8/15/2016	School assessment calendar	5/26/2017 monthly
G1.B1.S2.A4 A315383	All teachers will implement a standards-based approach to teaching and learning, utilizing a...	Moody, Cheryl	8/15/2016	Lesson plans; classroom observations	5/26/2017 daily
G1.B1.S2.A5 A315384	Teachers will use district-developed curriculum guides to guide instruction.	Moody, Cheryl	8/15/2016	District-developed curriculum guides	5/26/2017 daily
G1.B1.S2.A6 A315385	Career and technical programs will be expanded to include criminal justice, culinary arts,...	Mills, James	8/15/2016	2016-17 WGHS Program of Study; counseling visits; public relations literature	5/26/2017 monthly
G1.B1.S2.A7 A315386	Additional focus will be placed on counseling students regarding dual enrollment opportunities...	Moody, Cheryl	8/15/2016	Counseling visits; PERT/ACT/SAT records	5/26/2017 monthly
G1.B1.S2.A8 A315387	Students will be exposed to daily opportunities for remediation and enrichment through both...	Moody, Cheryl	8/22/2016	Lesson plans; lab schedules; iReady/Edgenuity usage reports	5/26/2017 daily
G1.B2.S1.MA1 M327034	Parent surveys will show an increase in teacher-parent trust and communication.	Mills, James	8/15/2016	Parent survey results	6/2/2017 semiannually
G1.B2.S1.MA1 M327035	The administrative team will monitor the frequency of attendance and grade updates made within the...	Mills, James	8/15/2016	Skyward attendance and grade records	6/2/2017 weekly
G1.B2.S1.MA2 M327036	The administrative team will track student and parent attendance at quarterly parent meetings.	Mills, James	8/15/2016	Parent meeting agendas and sign-in sheets	6/2/2017 quarterly
G1.B3.S1.MA1 M327044	Teachers will demonstrate improvement on the elements of Domain 1 of Marzano's Art and Science of...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 annually
G1.B3.S1.MA5 M327045	Professional development from teacher surveys and classroom observation data will be provided as a...	Mills, James	8/15/2016	Survey results, classroom observation data, and professional development calendar	6/2/2017 annually
G1.B3.S1.MA1 M327046	The administrative team will monitor agendas, sign-in sheets, and minutes from the weekly Core...	Mills, James	8/4/2016	Core Leadership Team agendas, sign-in sheets, and minutes	6/2/2017 weekly
G1.B3.S1.MA2 M327047	The administrative team and instructional coach will monitor	Mills, James	8/4/2016	Departmental meeting agendas, sign-in sheets, and minutes	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	agendas, sign-in sheets, and minutes...				
G1.B3.S1.MA3 M327048	Classroom observations will be monitored through Observation 360 to provide feedback to teachers on...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B3.S1.A1 A315401	A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly...	Mills, James	8/4/2016	Weekly Core Leadership Team agendas, sign-in sheets, minutes	6/2/2017 monthly
G1.B3.S1.A2 A315402	The principal will actively cultivate an environment where everyone's voice can be heard,...	Mills, James	8/4/2016	Staff survey results	6/2/2017 daily
G1.B3.S1.A3 A315403	A comprehensive program of study will be developed through input by administrators, teachers, and...	Mills, James	8/4/2016	2016-17 Program of Study	6/2/2017 annually
G1.B3.S1.A4 A315404	Administrators will participate in weekly departmental meetings to provide support and demonstrate...	Mills, James	8/4/2016	Departmental meeting agendas; sign-in sheets; minutes	6/2/2017 weekly
G1.B3.S1.A5 A315405	The principal will use Observation 360 to provide clear, focused feedback on teaching and learning...	Mills, James	8/15/2016	Pre- and post-conference documentation; Observation 360 data	6/2/2017 monthly
G1.B3.S1.A6 A315406	Teachers will be surveyed regarding the professional development they deem relevant to improving...	Mills, James	8/4/2016	Professional Development Calendar; survey results	6/2/2017 annually
G1.B1.S2.MA3 M327032	The administrative team and instructional coach will monitor the use of iReady and Edgenuity for...	Moody, Cheryl	8/15/2016	iReady and Edgenuity usage reports and growth charts	6/2/2017 weekly
G1.B2.S2.MA1 M327037	Through Core Leadership Team meetings each week, the administrative team and instructional coach...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B2.S2.MA6 M327038	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Mills, James	8/15/2016	Progress monitoring data	6/2/2017 monthly
G1.B2.S2.MA7 M327039	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Pace, Rocky	8/15/2016	Attendance and discipline data	6/2/2017 monthly
G1.B2.S2.MA1 M327040	The administrative team will monitor discipline records each month to track incidents and...	Pace, Rocky	8/15/2016	Discipline records	6/2/2017 monthly
G1.B2.S2.MA2 M327041	The administrative team will track students who are rewarded through the Positive Behavior Support...	Pace, Rocky	8/15/2016	PBS rosters	6/2/2017 weekly
G1.B2.S2.MA3 M327042	The administrative team and instructional coach will monitor students participating in...	Moody, Cheryl	8/15/2016	Usage and performance reports from iReady and Edgenuity	6/2/2017 monthly
G1.B2.S2.MA4 M327043	The administrative team will conduct weekly classroom observations to examine components in Domain...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B2.S2.A1 A315393	The administrative team will follow the district's Student Code	Pace, Rocky	8/15/2016	Discipline records; counseling notes	6/2/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of Conduct to ensure consistency...				
G1.B2.S2.A2 A315394	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the...	Moody, Cheryl	8/15/2016	Comprehensive Guidance Plan	6/2/2017 annually
G1.B2.S2.A3 A315395	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out...	Mills, James	8/15/2016	Meeting schedules; agendas; sign-in sheets; program websites	6/2/2017 monthly
G1.B2.S2.A4 A315396	The school will implement a Positive Behavior Support (PBS) program where students with no...	Pace, Rocky	8/15/2016	Weekly attendance and behavior records	6/2/2017 weekly
G1.B2.S2.A5 A315397	Each career and technical education program will fully implement a corresponding career and...	Mills, James	8/15/2016	CTSO calendar of events; public relations announcements	6/2/2017 monthly
G1.B2.S2.A7 A315399	All teachers will implement a rigorous and equitable curriculum that exposes students to...	Mills, James	8/15/2016	2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data	6/2/2017 daily
G1.B2.S2.A8 A315400	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response...	Mills, James	8/15/2016	Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters	6/2/2017 daily
G1.MA2 M327050	Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at...	Mills, James	6/30/2017	Graduation rate; FCAT 2.0, FSA, and EOC data	6/30/2017 one-time
G1.B1.S1.MA5 M327026	The administrative team will ensure that all teachers participate in professional development...	Moody, Cheryl	8/22/2016	Professional development agendas and sign-in sheets; ePDC feedback and assignments	6/30/2017 quarterly
G1.B1.S1.A5 A315379	Teachers will attend professional development sessions on teacher planning days and during other...	Moody, Cheryl	8/15/2016	Teacher Needs Assessment, Professional Development Calendar, agendas, sign-in sheets, ePDC records, follow-up activities	6/30/2017 monthly
G1.B2.S1.A1 A315388	The principal will establish an open door policy to encourage parents and community members to...	Mills, James	7/1/2016	Principal's Letter to Parents and Community Members	6/30/2017 daily
G1.B2.S1.A2 A315389	Monthly School Advisory Council meetings will be held both at the school and in the community to...	Mills, James	7/1/2016	School Advisory Council meeting announcements in newspapers, website, and marquee	6/30/2017 monthly
G1.B2.S1.A5 A315392	Parents and community members will be asked to serve on hiring committees for faculty and staff in...	Mills, James	1/4/2016	Interview schedules; interview questions and responses; recommendation sheets	6/30/2017 annually
G1.B1.S2.A2 A315381	Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also,...	Mills, James	8/15/2016	Edgenuity enrollment records	6/30/2017 daily
G1.B1.S2.A3 A315382	The school will work in tandem with the district's 21st Century Community Learning Center program...	Moody, Cheryl	8/15/2016	Lesson plans, after-school rosters, site visit reports	7/28/2017 one-time
G1.B1.S1.A2 A315376	The master schedule will reflect common planning daily for all teachers in all subjects for the...	Mills, James	8/15/2016	2016-17 Master Schedule	8/25/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3  A315377	Interim, progress monitoring, and summative data will be provided to all teachers for the purpose...	Moody, Cheryl	8/15/2016	Data reports from iReady, Edgenuity, and Performance Matters	8/25/2017 monthly

V. Professional Development Opportunities

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

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

PD Opportunity 1

A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.

Facilitator

Cheryl Moody

Participants

New teachers and teachers new to West Gadsden High School

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.

Facilitator

Educational Transformation Office

Participants

All teachers in all subject areas

Schedule

Monthly, from 8/15/2016 to 6/30/2017

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

PD Opportunity 1

Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.

Facilitator

Edgenuity

Participants

Administrators, faculty, and staff of WGHS

Schedule

Daily, from 8/15/2016 to 6/30/2017

G1.B3 Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

G1.B3.S1 The school will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust.

PD Opportunity 1

The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and post-conferences will be held to discuss look-fors and summaries of observations.

Facilitator

James Mills

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

TA Opportunity 1

Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.

Facilitator

Shannon Williams

Participants

All teachers in ELA, mathematics, science, and social studies

Schedule

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

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

TA Opportunity 1

All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.

Facilitator

Shannon Williams

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

TA Opportunity 2

Teachers will use district-developed curriculum guides to guide instruction.

Facilitator

Shannon Williams

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

G1.B2 Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students.

G1.B2.S1 The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust.

TA Opportunity 1

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

Facilitator

Michelle Taylor

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Subject-area teams will meet twice a month to participate in Professional Learning Communities (PLCs) related to topics identified as high-yield in increasing student achievement.	\$0.00
2	G1.B1.S1.A2	The master schedule will reflect common planning daily for all teachers in all subjects for the purpose of collaborating, planning, and supporting colleagues.	\$0.00
3	G1.B1.S1.A3	Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.	\$0.00
4	G1.B1.S1.A4	A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.	\$0.00

5	G1.B1.S1.A5	Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.	\$0.00
6	G1.B1.S2.A1	The amount of assessments will be reduced to ensure ample time for teaching and learning. Assessments that are given will be aligned to standards and developed curriculum pacing guides.	\$0.00
7	G1.B1.S2.A2	Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.	\$0.00
8	G1.B1.S2.A3	The school will work in tandem with the district's 21st Century Community Learning Center program to further enhance reading, mathematics, and enrichment opportunities.	\$0.00
9	G1.B1.S2.A4	All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.	\$0.00
10	G1.B1.S2.A5	Teachers will use district-developed curriculum guides to guide instruction.	\$0.00
11	G1.B1.S2.A6	Career and technical programs will be expanded to include criminal justice, culinary arts, horticulture science and services, agritechnology, finance, early childhood education, and digital media/multimedia design. Additionally, extensive counseling regarding CTE opportunities through Gadsden Technical Institute and Tallahassee Community College will be provided.	\$0.00
12	G1.B1.S2.A7	Additional focus will be placed on counseling students regarding dual enrollment opportunities through Tallahassee Community College and Florida Agricultural and Mechanical University.	\$0.00
13	G1.B1.S2.A8	Students will be exposed to daily opportunities for remediation and enrichment through both in-class and lab activities for reading and/or mathematics using iReady (6-8) and Edgenuity (9-12).	\$0.00
14	G1.B2.S1.A1	The principal will establish an open door policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.	\$0.00
15	G1.B2.S1.A2	Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.	\$0.00
16	G1.B2.S1.A3	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.	\$0.00
17	G1.B2.S1.A4	Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: Making Mathematics Come Alive at Home; Household Science; College Financial Aid; Reading at Home; How to Use iReady and Edgenuity; and Bullying and Harassment.	\$0.00
18	G1.B2.S1.A5	Parents and community members will be asked to serve on hiring committees for faculty and staff in an effort to develop relationships and communicate the process for how teachers and staff are selected.	\$0.00

19	G1.B2.S2.A1	The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.	\$0.00
20	G1.B2.S2.A2	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.	\$0.00
21	G1.B2.S2.A3	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.	\$0.00
22	G1.B2.S2.A4	The school will implement a Positive Behavior Support (PBS) program where students with no unexcused absences, no behavioral referrals, and only one unexcused tardy within the last five (5) days will be granted access to the weekly activity period, which will take place on Friday afternoons for 40 minutes.	\$0.00
23	G1.B2.S2.A5	Each career and technical education program will fully implement a corresponding career and technical student organization (CTSO) for the purposes of community involvement and career development.	\$0.00
24	G1.B2.S2.A6	A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.	\$0.00
25	G1.B2.S2.A7	All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.	\$0.00
26	G1.B2.S2.A8	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (RtI), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.	\$0.00
27	G1.B3.S1.A1	A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly to discuss strategies for school improvement, monitoring fidelity of implementations, and making decisions for next steps.	\$0.00
28	G1.B3.S1.A2	The principal will actively cultivate an environment where everyone's voice can be heard, respected, and considered in making decisions. The principal will also establish an open door policy for all employees.	\$0.00
29	G1.B3.S1.A3	A comprehensive program of study will be developed through input by administrators, teachers, and staff in an effort to solidify a coherent program of study for students.	\$0.00
30	G1.B3.S1.A4	Administrators will participate in weekly departmental meetings to provide support and demonstrate servant leadership.	\$0.00
31	G1.B3.S1.A5	The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and	\$0.00

		post-conferences will be held to discuss look-fors and summaries of observations.	
32	G1.B3.S1.A6	Teachers will be surveyed regarding the professional development they deem relevant to improving their instructional craft. These results, along with data from statewide, standardized assessments, will be used to develop a comprehensive professional development calendar.	\$0.00
Total:			\$0.00