

Gadsden County Schools

Gadsden County High School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	13

Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

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

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

98%

School Grades History

Year
Grade

2017-18
 C

2016-17
 D

2015-16
 D

2014-15
 D*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Gadsden County High School, in partnership with parents and community members, will provide all students with a safe and nurturing environment. The core curriculum will be rich and rigorous and respects diversity in students' learning styles. We will have one guiding principle: Restoring Academic Excellence and Pride. We strive for our students to be proficient in all curricular areas.

Provide the school's vision statement

We want all learners to believe in their power to embrace learning, to excel, and to own their future.

School Leadership Team

Membership

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

Name	Title
Jones, Pamela	Principal
Dowdell, Keith	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Johnson, Gregory	Teacher, K-12
Black, O'Hara	Teacher, K-12
Thomas, Linda	Teacher, ESE
Scott, Tawanda	Assistant Principal
Stallworth, Shakera	Teacher, K-12
D'Oleo, Maria	Teacher, K-12
Toussaint, Eric	Teacher, ESE
Smith, Edrick	Other
Shaffer, Deborah	Assistant Principal

Duties

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

The SBLT's role is to meet with the SAC and principal to help develop the SIP. The team is expected to provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained. The team also helps to set clear expectations for instruction and facilitate the

development of a systematic approach to teaching and to align processes and procedures.

Early Warning Systems

Year 2017-18

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	6	9	11	2	28
One or more suspensions	0	0	0	0	0	0	0	0	0	365	221	116	96	798
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	161	111	71	31	374
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	172	12	0	319

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	667	573	210	129	1579

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	20	17	21	80
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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
One or more suspensions	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
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Year 2016-17 - Updated

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	34	52	24	16	126
One or more suspensions	0	0	0	0	0	0	0	0	0	139	249	126	100	614
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	189	183	52	10	434
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	95	83	10	0	188

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	449	567	212	126	1354

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our math (Algebra 1 and Geometry) performed the lowest. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

The graduation rate showed the greatest decline from the prior year. Due to the elimination of the Grad Track Program under Edgenuity.

Which data component had the biggest gap when compared to the state average?

Our math (Algebra 1 and Geometry) had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

The Biology EOC showed the most improvement. No, this has not been the trend.

Describe the actions or changes that led to the improvement in this area

The hiring of highly qualified teachers and the constant classroom monitoring by administration led to the improvement in Biology, along with the use of supplemental teaching resources. These resources include, but are not limited to: common planning, mini assessments, baseline, mid-year, and end-of-year assessments. Teachers made adjustments to their daily instruction based on the results from these assessments. The use of a college professor with expertise in the field of Science also led to the improvement in this area.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	29%	56%	19%	21%	53%
ELA Learning Gains	43%	43%	53%	29%	26%	49%
ELA Lowest 25th Percentile	50%	50%	44%	33%	15%	41%
Math Achievement	25%	25%	51%	15%	12%	49%
Math Learning Gains	31%	31%	48%	23%	17%	44%
Math Lowest 25th Percentile	49%	49%	45%	36%	31%	39%
Science Achievement	40%	40%	67%	18%	17%	65%
Social Studies Achievement	47%	47%	71%	20%	60%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	6 (0)	9 (0)	11 (0)	2 (0)	28 (0)
One or more suspensions	365 (0)	221 (0)	116 (0)	96 (0)	798 (0)
Course failure in ELA or Math	161 (0)	111 (0)	71 (0)	31 (0)	374 (0)
Level 1 on statewide assessment	135 (0)	172 (0)	12 (0)	0 (0)	319 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	26%	27%	-1%	53%	-27%
	2017	28%	29%	-1%	52%	-24%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	29%	30%	-1%	53%	-24%
	2017	17%	17%	0%	50%	-33%
Same Grade Comparison		12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	34%	1%	65%	-30%
2017	18%	32%	-14%	63%	-45%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	18%	47%	-29%	69%	-51%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	38%	5%	68%	-25%
2017	29%	21%	8%	67%	-38%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	12%	30%	-18%	62%	-50%
2017	14%	31%	-17%	60%	-46%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	22%	20%	2%	56%	-34%
2017	9%	13%	-4%	53%	-44%
Compare		13%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	42	50									
BLK	27	41	47	23	28	46	34	45		64	38
HSP	31	49	56	29	33	45	58	42		56	50
SWD	14	33	41	36	36	29	36	43		78	6

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	27	42	49	21	29	49	34	43		59	40
ELL	9	43	45							40	

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	29	32		15	17						
BLK	14	27	40	12	21	34	9	9	23	84	38
HSP	24	30	31	19	28	44	31	24	23	73	81
SWD	4	25	26	4	19	31		13			
FRL	16	27	36	14	22	34	16	17	18	75	63
ELL	4	12	10	9	21	27					

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance and Behavior
Rationale	Chronic Absenteeism and Truancy are problems at the high school that need to be addressed. If students are not in class, they cannot learn. Behavior and discipline are essential characteristics of a classroom in order for all students to be engaged and learn.
Intended Outcome	Behavior referrals will be reduced by 5%; Attendance will be increased by 2%
Point Person	Keith Dowdell (dowdellk@gcpsmail.com)
Action Step	
Description	Provide an administrator on special assignment to be part of the leadership team, assigned with the Dean of Discipline/Behavior to provide another set of eyes and ears on the campus to watch for potential discipline and behavior problems and address them up front before they escalate into an incident that could involve suspension and/or arrest.
Person Responsible	Keith Dowdell (dowdellk@gcpsmail.com)
Plan to Monitor Effectiveness	
Description	Monthly review by the principal; quarterly review by principal during evaluation process
Person Responsible	Pamela Jones (jonesp@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

GCHS will hosts several Parent Expos throughout the school year to showcase student work, to distribute report cards, and to give parents tips on assisting their child with academics. Students who achieve at high levels will be acknowledged in the newspaper. In addition, we will hosts Title I Meetings to inform parents of the status of our school. We will also communicate with the parents of failing students to invite them to participate in the 21st Century.

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

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. 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.

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

For returning students---rising 10th 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.

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, GCHS 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.

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

School counselors meet occasionally with students to monitor individual 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 pursue 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.

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.

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 will have a mentor teacher to assist with tutoring, their assignments and projects.

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.

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.

Part V: Budget

Total:	\$47,500.00
---------------	--------------------