

# AGENDA

## SCHOOL BOARD WORKSHOP

GADSDEN COUNTY SCHOOL BOARD  
MAX D. WALKER ADMINISTRATION BUILDING  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA

January 30, 2018

1:30 P.M.

THIS WORKSHOP IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. STRATEGIC CONTINUOUS IMPROVEMENT PLAN 2017 – 2022 – **SEE PAGE #2**
3. SCHOOL IMPROVEMENT PLANS 2017 – 2018
  - Chattahoochee Elementary School – **SEE PAGE #32**
  - Gadsden Elementary Magnet School – **SEE PAGE #58**
  - George W. Munroe Elementary School – **SEE PAGE #78**
  - Greensboro Elementary School – **SEE PAGE #116**
  - Stewart Street Elementary School – **SEE PAGE #143**
  - Havana Magnet School – **SEE PAGE #178**
  - James A. Shanks Middle School – **SEE PAGE #211**
  - West Gadsden Middle School – **SEE PAGE #245**
  - Gadsden County High School – **SEE PAGE #269**
  - Carter Parramore Academy – **SEE PAGE #315**
  - Crossroad Academy – **SEE PAGE #346**
4. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
5. SCHOOL BOARD REQUESTS AND CONCERNS
6. ADJOURNMENT

# ***STRATEGIC CONTINUOUS IMPROVEMENT PLAN***

***2017-2022***

***GADSDEN COUNTY PUBLIC SCHOOLS***

***Strategic Continuous Improvement Plan  
2017-2022***

***VISION***

The Gadsden County Public Schools comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

***MISSION***

The mission of Gadsden County Public Schools is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

***CORE BELIEFS***

The Gadsden County School District believes that:

- all students will learn when instruction is engaging, rigorous, differentiated and individualized;
- learning environments must be safe and supportive;
- schools exist to foster the development and well-being of the whole child;
- understanding and respecting diversity enriches students' lives;
- every student has a right to a high quality education;
- success requires shared responsibility, collaboration and communication among all staff, families, students and the community;
- engaged families combined with highly effective teachers and school leaders are the central components of a successful school;
- positive character education is essential to whole child development;
- high-quality customer service is a critical component of high-quality education;
- everyone must be held to the highest ethical standards to achieve excellence;
- everyone must contribute to and be held accountable for student achievement; and
- all district services must clearly be linked to student achievement.

## TEACHING AND LEARNING

**Goal Statement: The Gadsden County Public School District will prepare each student for academic and job-related success by providing rigorous learning environments that are engaging and by providing instruction that is aligned with Florida standards.**

Objective: By the end of the 2022 School Year the district will have:	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Increased the percentage of prekindergarten students who demonstrate proficiency in all areas of the Prekindergarten assessment	Star Early Literacy Lap-3 Assessment, Individual Student assessment	<ul style="list-style-type: none"> <li>Monitor the number of students ready to start school.</li> <li>Identify and implement a state-approved Pre-K curriculum</li> <li>Modify Instruction to accommodate individual student needs/learning styles</li> <li>All prekindergarten classes will implement a state-approved Pre-K Curriculum.</li> <li>Implement small group instruction in all Prekindergarten classes.</li> <li>Implement district-approved supplemental</li> </ul>	NA	Baseline established	50%	60%	70%	80%	Classroom teachers School Principals Area Directors for Elementary Education/Secondary Education Director of Pre-Kindergarten

**TEACHING AND LEARNING**

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Objective: By the end of the 2022 School Year the district will have:	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		instructional programs with fidelity.							
Increased by 60% the number of students in grades 2 and 3 who are reading on grade level.	STAR Assessment	<ul style="list-style-type: none"> <li>All elementary schools will administer the Star Reading Assessment to Grades 2 – 3 to determine the percentage of students who achieved one year’s growth and the percentage of students performing on grade level.</li> <li>All elementary schools will provide standards-based instruction that is based on baseline and progress monitoring data,</li> <li>All elementary schools will use progress monitoring data to inform instruction.</li> </ul>	NA	Baseline established	50%	60%	80%	100%	Classroom teachers School Principals Area Directors for Elementary Education/Secondary Education Director of Pre-kindergarten

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>All elementary schools will implement district-approved supplemental programs such as Accelerated Reader.</li> </ul>							
Increased the percentage of kindergarten students who are ready to start school,	Star Early Literacy (FDOE) Individual Student Assessment	<ul style="list-style-type: none"> <li>Using Star Early Literacy performance data, schools will identify students who are not ready for kindergarten and provide standards-based instruction to improve student performance.</li> </ul>	75% VPK Assessment	80%	85%	90%	95%	100%	Classroom teachers School Principals Area Directors for Elementary Education/Secondary Education Director of Pre-kindergarten
Increased by 100% the number and percentage of students in grades 3 through 10 who are performing satisfactorily in reading.	FSA ELA	<ul style="list-style-type: none"> <li>Schools will assess students annually using district-approved assessments and progress monitoring tools such as iReady, to determine the number and percentage of students with one year's growth and the number</li> </ul>	30%	40%	45%	50%	55%	60%	Classroom teachers School Principals Area Directors for Elementary Education/Secondary Education Instructional Specialists

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		and percentage of students on grade level. <ul style="list-style-type: none"> <li>• Core reading resources will be implemented with fidelity in all applicable classes as reflected by lesson plans.</li> <li>• Schools will employ intervention strategies such as small group instruction, differentiated instruction and centers to customize student instruction and support.</li> <li>• Schools will provide standards-based instruction in reading as documented through walk through summaries and lesson plans.</li> </ul>							

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>Schools will implement, with fidelity, district-approved supplemental programs such as Accelerated Reader</li> </ul>							
Increased by 60% the number of K-2 students who are proficient in reading.	STAR Assessment	<ul style="list-style-type: none"> <li>Schools will assess students annually using district-approved assessments and progress monitoring tools such as STAR Reading, to determine the number and percentage of students with one year's growth and the number of students on grade level. Data must be used to customize instruction as documented through lesson plans.</li> <li>Schools will employ intervention strategies such as small group instruction,</li> </ul>	NA	Baseline established	12%	24%	48%	60%	Classroom teachers  School Principals  Area Director for Elementary Education



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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		differentiated instruction and centers to customize student instruction and support. <ul style="list-style-type: none"> <li>Schools will implement, with fidelity, district-approved supplemental programs such as Accelerated Reader</li> </ul>							
Increased by 50% the number and percentage of students in grades 3 through 8 who are performing satisfactorily.	FSA Math	<ul style="list-style-type: none"> <li>Schools will provide standards-based instruction in mathematics, documented through walk through summaries and lesson plans.</li> <li>Schools will assess students annually, by grade level using district-approved assessments and progress monitoring tools such as i-Ready, to determine the number</li> </ul>	49%	54%	59%	64%	69%	74%	Classroom teachers  School Principals  Area Directors for Elementary Education/Secondary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<p>and percentage of students with one year's growth and the number of students on grade level. Data must be used to customize instruction as documented through lesson plans.</p> <ul style="list-style-type: none"> <li>Schools will employ intervention strategies such as small group instruction, differentiated instruction and centers to meet students' needs.</li> <li>Schools will implement with fidelity, district-approved supplemental programs such as Acaletics and iReady.</li> </ul>							
Increased by 60% the number of K-2 students who are proficient in math.	Acaletics and/or iReady Assessments	<ul style="list-style-type: none"> <li>Schools will assess students annually, by grade level to determine the number</li> </ul>	53% (iReady)	59%	64%	70%	76%	84%	Classroom teachers  School Principals

**TEACHING AND LEARNING**

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<p>and percentage of students with one year's growth and the number of students on grade level. Data will be used to customize daily instruction.</p> <ul style="list-style-type: none"> <li>Schools will provide standards-based instruction in mathematics as documented through classroom walkthrough summaries and lesson plans.</li> <li>Schools will customize instruction, based on student data and employ intervention strategies, specifically small group instruction and centers.</li> </ul>							Area Director for Elementary Education

## TEACHING AND LEARNING

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>Schools will implement with fidelity, district-approved supplemental programs such as Acaletics and iReady. Adjustments in instruction will be made based on the data from program assessments.</li> </ul>							
Increase by 50% the number of students who are performing satisfactorily on FSA EOC Algebra.	FSA EOC Algebra	<ul style="list-style-type: none"> <li>Schools will provide standards-based instruction in Algebra I and Geometry courses daily.</li> <li>All schools offering Algebra will assess students to determine their proficiency in Algebra.</li> <li>Small group instruction will be utilized to customize instruction.</li> </ul>	31% Algebra	34% Algebra	37% Algebra	40% Algebra	43% Algebra	47% Algebra	Classroom teachers  School Principals  Area Director for Secondary Education  Instructional Specialists

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>A common district-wide assessments (baseline, midyear, and post) will be administered to determine instructional focus and monitor student progress.</li> <li>Schools will implement with fidelity, district-approved supplemental programs as appropriate. Adjustments in instruction will be made based on the data from program assessments.</li> </ul>							
Increased by 100% the number of students performing satisfactorily in US History and 50% for Civics.	US History EOC Civics EOC	<ul style="list-style-type: none"> <li>Schools will provide daily standards-based instruction in US History and Civics.</li> <li>Schools will utilize the Florida Joint Center for Civics (FJCC) curriculum.</li> </ul>	21% US History  47% Civics	25% US History  51% Civics	30% US History  55% Civics	35% US History  59% Civics	40% US History  65% Civics	42% US History  70.5% Civics	Classroom teachers  School Principals  Area Director for Secondary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>Common district-wide assessments (baseline, midyear, and post) will be administered to determine instructional focus and monitoring of student progress.</li> <li>All schools will customize instruction based on student performance data.</li> </ul>							
Increased by 50% the number of student performing satisfactorily in Science and Biology.	FSA Science FSA Biology	<ul style="list-style-type: none"> <li>All schools will provide standards-based instruction in science and biology daily.</li> <li>All schools will utilize the Five E's instructional model (Engage, Explore, Explain, Elaborate, and Evaluate).</li> <li>Common district-wide assessments (baseline,</li> </ul>	33%	36%	39%	42%	45%	50%	Classroom teachers  School Principals  Area Director for Secondary Education/Elementary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		midyear, and post) will be administered to determine instructional focus and monitor student progress.							
Increased the percentage of students who enroll in Advanced Placement courses.	High School Course Enrollment Data	<ul style="list-style-type: none"> <li>Advanced Placement course Offerings</li> </ul>	4.6%	6%	7%	8%	9%	10%	School Principals Guidance Counselors Area Director, Secondary Education
Increased the number of students who are dually enrolled as a high school and college student.	Dual Enrollment Data	<ul style="list-style-type: none"> <li>Provide students with courses to prepare them to be successful in obtaining a qualifying score on PERT.</li> <li>The district will maintain the partnership with postsecondary institutions to facilitate student enrollment.</li> </ul>	37	40	45	50	60	65	School Principals Guidance Counselors Area Director, Secondary

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>The district will purchase course textbooks for participating students.</li> </ul>							
Increased the percentage of students who are deemed college and/or career ready.	Graduation Rate CTE Program Completion Data	<ul style="list-style-type: none"> <li>All schools will conduct graduation audits each semester for all high school students.</li> <li>Provide remediation courses for students not passing US History EOC and Algebra 1 EOC.</li> <li>Provide students with courses to prepare them to be successful in obtaining a qualifying score on the 10<sup>th</sup> grade ELA assessment or ACT/SAT concordant score.</li> <li>Offer pathways for students to successfully complete Career and</li> </ul>	68.4%	<b>70.4%</b>	<b>72.4%</b>	<b>74.4%</b>	<b>76.4%</b>	<b>78%</b>	School Principals Guidance Counselors Area Director, Secondary



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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		Technical Education industry certification.							
Increased student access to quality visual and/or performing arts	Master Schedules  Number of Visual and Performing Arts Partnerships	<ul style="list-style-type: none"> <li>Establish partnerships with experts in fine and performing arts to offer instruction at the elementary level.</li> <li>Adjust schedules to accommodate partnerships whose emphasis will be fine and/or performing arts.</li> <li>Middle schools will provide yearlong visual and performing arts instruction.</li> <li>The high school will provide electives in music instruction.</li> <li>Schools that offer after school 21<sup>st</sup> CCLC</li> </ul>	20.3% (Percent of visual and/or performing arts courses in master schedules)	22.3%	24.3%	26.3%	28.3%	30%	School Principals  Area Directors of Instruction

**TEACHING AND LEARNING**

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		programs will offer instruction in visual and performing arts.							

## CULTURE AND CLIMATE

**Goal Statement: Goal Statement: The Gadsden County Public School District will develop and sustain a safe, positive and healthy school environment for all stakeholders resulting in optimal school achievement.**

Objective: By the end of the 2022 School Year the school district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Decreased the number/percent of students with more than 10 unexcused absences (excluding suspensions)	Attendance data from Student Information System (Skyward)	<ul style="list-style-type: none"> <li>Schools will communicate with parents via multiple mediums.</li> <li>Student Study Teams will meet at least monthly to address attendance, academic, and behavioral concerns/interventions.</li> </ul>	Students with more than 10 unexcused absences: Elem: 868 (15%) Middle: 441 (8%) High: 332 (6%)	Elem: 13% Middle: 6% High: 4%	Elem: 11% Middle: 4% High: 2%	Elem: 9% Middle: 2% High: 0%	Elem: 7% Middle: 0% High: 0%	Elem: 5% Middle: 0% High: 0%	District Personnel School Administrators, Teachers and staff, Parents
Decreased the total number of In-school and Out-of-school suspensions	Discipline data from Student Information System	<ul style="list-style-type: none"> <li>Thoroughly investigate all disciplinary infractions and administer discipline systems in a fair and consistent manner.</li> <li>Implement Positive Behavior</li> </ul>	Three of 13 schools (23%) currently implement PBIS.  Total In-school and Out-of-school suspensions: Elem: 612 Middle: 1001 High: 1629 (Total: 3242)	Elem: 512 Middle: 901 High: 1529	Elem: 412 Middle: 801 High: 1429	Elem: 312 Middle: 701 High: 1329	Elem: 212 Middle: 601 High: 1229	Elem: 112 Middle: 501 High: 1129	District Personnel School Administrators, Teachers and staff, Parents

## CULTURE AND CLIMATE

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		Interventions and Supports in all schools							
Become more customer focused	Student, Staff, and Parent Climate Survey Data	<ul style="list-style-type: none"> <li>Require customer relations and people skills professional learning for staff and administration two times per year</li> <li>Continue meetings and activities with stakeholders such as orientations, open house and parent expos.</li> </ul>	<p>Training is offered but not specifically required for all staff</p> <p>Orientations, open house, and Parent Expos are provided at all schools.</p>	All Schools	All Schools	All Schools	All Schools	All Schools	District Personnel School Administrators, Teachers and Staff
Implemented structures that support a whole child approach to meet the needs of students	<p>Creation and implementation of structures</p> <p>Student, Staff, and Parent Climate survey results</p>	<ul style="list-style-type: none"> <li>Promote structures such as Teachers as Advocates/Advisors with support for them in this role</li> </ul>	<p>Teachers as Advisors/Advocates structure is not in place.</p> <p>No Schools have implemented the RJP Program.</p>	Implement structures at appropriate schools	Continue implementation of structures at appropriate schools	Continue implementation of structures at appropriate Schools	Continue implementation of structures at appropriate Schools	Continue implementation of structures at appropriate Schools	District Personnel School Administrators, Teachers and Staff

## CULTURE AND CLIMATE

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
	FLDOE LEA District Profile  Early Warning System Data	<ul style="list-style-type: none"> <li>Implement the Restorative Justice Program (RJP) at each school</li> <li>Mandatory training in RJP for administrators, counselors, psychologist, and resource officers</li> <li>Train counselors in Youth Mental Health First Aid, Trauma Informed Care and De-escalation Techniques</li> <li>Train counselors in the implementation of <i>Monique Burr Child Safety Maters Program</i></li> </ul>	<p>Eighty percent (80%) of counselors are trained in Trauma Informed Care.</p> <p>Eighty percent (80%) of psychologist are trained in Youth Mental Health First.</p> <p>All counselors were trained during the 2015-2016 school year and refresher training is needed.</p> <p>Sixty-nine percent (69%) of schools have been trained in SST/MTSS.</p> <p>Sixty-seven percent (67%) of Students with Disabilities are in general education classes compared to the</p>	Plan for implementation of Advocacy structures in all schools	Implement Advocacy Structures is all Schools	Implement Advocacy Structures is all Schools	Implement Advocacy Structures is all Schools	Implement Advocacy Structures is all Schools	

**CULTURE AND CLIMATE**

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		<ul style="list-style-type: none"> <li>Continue training for counselors and other school personnel in Student Study Team (SST) and Multi Systems of Supports (MTSS) procedures</li> <li>Include very student in the general education setting to the maximum extent possible,</li> <li>Increase identification and number of the students who are eligible for the Gifted Program and provide appropriate enrichment activities</li> </ul>	state average of 73%.  Eleven percent (11%) of students are classified as gifted.  Elem: (2.2%) Middle: (4.6%) High: (4.3%)						

## CULTURE AND CLIMATE

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Objective: By the end of the 2022 School Year the school district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Improved safe and secure learning environments for all students and staff at all sites.	Climate survey results Records of safety drills Safety Inspection data Data collected on bullying programs Results of Evaluations conducted by School Resource offices	<ul style="list-style-type: none"> <li>Implement bullying training/awareness programs at schools</li> <li>Conduct safety and security inspections at each school site at least two times per year</li> <li>Require each site to submit emergency preparedness plans annually and review Crisis Response Manuel</li> <li>Monitor the implementation of and adherence to</li> </ul>	<p>Some strategies are in place at some schools.</p> <p>Title I Student Climate surveys results indicate that significant bullying exists at schools.</p>	Implement at all schools	Continue implementation at all schools	Continue implementation at all schools	Continue implementation at all schools	Continue implementation at all schools	<p>District Personnel</p> <p>District Safety Inspector</p> <p>All School Staff</p> <p>Students</p> <p>Parents</p>

**CULTURE AND CLIMATE**

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		School Resource Officers Standards							
Implemented a system whereby each school recognizes and celebrates the accomplishments of students and staff members.	Data collected relative to the number and type of recognition activities  Increased morale as measured by climate surveys	<ul style="list-style-type: none"> <li>Monthly recognition of students and staff at school board meetings</li> <li>Recognition of staff at meetings</li> <li>Publish positive accomplishments of students, teachers, in individual school publications and on school and district websites.</li> </ul>	Partially implemented	Full implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	District Personnel District Safety Inspector All School Staff Students Parents



## HUMAN CAPITAL

**Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Increased the number of highly qualified recruited (newly hired) teachers by 50%	Percentage of highly qualified teachers recruited	<ul style="list-style-type: none"> <li>Expand recruiting efforts to include in and out of state job fairs at the various colleges and universities.</li> <li>Develop a long range plan to identify the number and types of teachers and employees needed.</li> <li>Build additional formalized partnerships with colleges and universities to create a pipeline of well- qualified professional future teachers.</li> </ul>	50%	60%	70%	80%	90%	100%	HR Department Principals
Increased the number of highly qualified teachers retained by 50%	Percentage of highly qualified teachers retained	<ul style="list-style-type: none"> <li>Work toward creating incentives and maximize existing fiscal resources for teacher raises that is comparable to surrounding counties.</li> </ul>	50%	60%	70%	80%	90%	100%	Superintendent Principals HR Department
Enhanced the diversity of the district's newly hired teachers and staff by 50%	Percentage of Caucasians, Hispanics, and other Nationalities hired	<ul style="list-style-type: none"> <li>Include the hiring of non-African Americans as one of the hiring priorities.</li> </ul>	10%	10%	20%	30%	40%	50%	HR Department Principals

## HUMAN CAPITAL

**Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Provided professional learning opportunities to enhance growth and excellence in teachers, administrators, supervisors and classified staff.	Number and kind of district training and learning activities conducted	<ul style="list-style-type: none"> <li>Conduct an annual needs assessment to determine priority professional learning opportunities for staff.</li> </ul>	Currently in place but needs enhancing	Implement	Implement	Implement	Implement	Implement	Professional Learning Dir HR Department Principals
Provided an enhanced teacher orientation and induction program for all teachers.	Records of teacher participation in induction activities	<ul style="list-style-type: none"> <li>Provide teachers with training that will increase knowledge and skills in the area of teaching and instruction, teacher evaluation model, classroom management and discipline as well as an overview of teacher expectations and Board policies.</li> </ul>	Program exists but working to expand the scope	Planning and developing	implement	implement	implement	implement	Professional Learning HR Department
Provided a leadership development program for teacher leaders, assistant principals and principals.	Records of program participation and completion.	<ul style="list-style-type: none"> <li>Involve our leaders in district developed leadership activities and utilize the services of PAEC for teacher leadership, Level I and Level II training for administrators.</li> </ul>	The district currently utilizes PAEC's leadership training program	Structure District Level Program	Establish and begin Cohort 1	Cohort 1 Completion	Establish and begin cohort 2	Cohort 2 Completion	HR Department Director of Professional Learning Superintendent Finance Dept.
Established and maintained additional formalized partnerships with colleges and universities (and other institutions) to create a pipeline for well-prepared professional applicants.	Number of partnerships established	<ul style="list-style-type: none"> <li>Network and build on-going relationships to create a conduit for and access to highly qualified applicants for employment</li> </ul>	FAMU FSU Valdosta State Flagler	5	6	7	8	9	Human Resources

## HUMAN CAPITAL

**Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	

## PARENT AND COMMUNITY ENGAGEMENT

**Goal Statement: To provide a comprehensive parent and community engagement program that provides meaningful experiences to parents in an effort to help them increase their involvement in their child's education.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Increased the number and percentage of parents attending district and school sponsored activities by 50%.	Parent Sign-in sheets and/or logs	<ul style="list-style-type: none"> <li>Each school along with the district will create and disseminate via print and electronic media, announcements of school activities intended to increase parent attendance at district and school sponsored activities</li> <li>Each school will host Parent Expos on a quarterly basis.</li> <li>Each school will facilitate the organization of PTA/PTO, and School Advisory Councils</li> </ul>	NA	Establish Baseline	20% Increase	30% Increase	40% increase	50% Increase	School Leaders Parent Engagement Coordinator, teachers Parent Liaisons
Increased the number and percentage of school volunteers by 50%.	Logs of volunteer activities List of volunteers	<ul style="list-style-type: none"> <li>Establish and annually implement a campaign to increase school volunteers.</li> </ul>	NA	Establish Baseline	20% Increase	30% Increase	40% increase	50% Increase	Principals District Volunteer Coordinator

## HUMAN CAPITAL

**Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Engaged a majority of parents at Level Four or higher on the DLOPI Scale.	DLOPI Scale Professional learning logs for staff Parent training logs/sign-in sheets.	<ul style="list-style-type: none"> <li>Establish an annually implement campaign to increase parent engagement.</li> <li>Provide professional learning activities to educate staff on the value and utility of contributions of parent and how to reach to, communicate and work with parents as equal partners in the education of their children.</li> <li>Provide parent training in the use of the districts Parent Portal.</li> </ul>	NA	Establish Baseline Data	Majority at Level One	Majority at Level Two	Majority at Level Three	Majority at Level 4	Principals Teachers Parent Involvement Coordinator Parent Liaison
Established at least 5 additional <u>formal</u> business partnerships.	List of <u>formal</u> business partnerships for each school and the School Board	<ul style="list-style-type: none"> <li>Establish an annually implement a campaign to solicit and engage businesses with schools through formal structures.</li> </ul>	NA	Establish Baseline	Increase by two	Increase by three	Increase by four	Increase by 5	School Principals
Increased and maintained the level of parent satisfaction with their child's school climate.	Title I Parent Climate Survey Results	<ul style="list-style-type: none"> <li>Continue to maintain excellent relations with parents and periodically keep them apprised of</li> </ul>	Title I climate survey results for the 2017	Increase by .02 %	Increase by .04%	Increase by .06%	Increase by .08%	Increase by .010%	Superintendent School Leaders Teachers Parent Involvement Coordinator

## HUMAN CAPITAL

**Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		activities that impact school climates.	school year indicate a 3.42 satisfaction rate on a 4.00 scale						Support Staff

## SYSTEMS AND PROCESSES

**Goal Statement: To improve and maintain the efficacy of systems, processes and overall operations of the district.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Made major renovations, remodeling and additions of capital outlay projects as outlined in the Five Year Facilities Work Plan.	Completion of projects as scheduled	<ul style="list-style-type: none"> <li>Repair or replace HVAC systems</li> </ul>	Declining functionality	HMS- C Tower GCHS-C1 GCHS-C2	HMS-Bldg. 8 GBES-Bldg. 4	GCHS-C3	HMS-Bldg. 11	GBES-Bldg. 6 GCHS- C2 HMS-Bldg. 2	Superintendent Director of Facilities
		<ul style="list-style-type: none"> <li>Renovations (paint, flooring as needed)</li> </ul>	Declining functionality		HMS-Bldg. 8 GBES-Bldg. 2	HMS-Bldg. 1 HMS-Bldg. 10	HMS-Bldg. 9 GBES-Bldg. 3	GBES-Bldg. 6 HMS-Bldg. 7	Superintendent Director of Facilities
Completed construction of a new K-8 School Facility.	Annual Completion of Project as Scheduled	<ul style="list-style-type: none"> <li>Design, construct and occupy a new K-8 facility and discontinue use of facilities as needed.</li> </ul>	<b>NA</b>	Planning	Planning	Begin Construction	On-going Construction	Complete Construction	Superintendent Director of Facilities
Developed a Procedures Manual that complements School Board Rules	Procedures Manual	<ul style="list-style-type: none"> <li>Develop the Procedures Manual (in-house or out-source)</li> </ul>	No Manual Exists	Procedures Created for SBR Chapters 1 and 2	Procedures Created for SBR Chapters 3 and 4	Procedures Created for SBR Chapters 5 and 6	Procedures Created for SBR Chapters 7 and 8	Procedures Created for SBR Chapter and 9	Superintendent Area Directors Directors Coordinators
Restructured data collection procedures for Information Technology Services to reduce errors in of FEFP data reported to the Florida Department of Education and other external agencies.	Data processing Manual  Help Desk for District's Integrated Data Base  DOE Error Reports for each survey period	<ul style="list-style-type: none"> <li>Purchase Skyward Training Module and train all Skyward Users</li> <li>Interview all personnel responsible for data entry to determine processes and procedures in place for data entry and processing.</li> <li>Create Student and Staff Information</li> </ul>	No Skyward Training Module is in place No Operational Procedures Manual is in place No Help Desk is available for Skyward.	Begin the development of a Student and Staff Information Procedures Manual	Training Module Purchased and training begun to certify Skyward Users First draft of procedures created and pilot tested as needed Help Desk has been created along with procedures for its operation.	Training provided for all first-line users of Skyward system. (School and district data entry personnel) Certified Skyward Users at each	Full Implementation of updated data collection and reporting procedures	Full Implementation	Superintendent Director of Technology Coordinator of Data Processing Area Directors Director of Human Resources Director of Finance School Principals

**SYSTEMS AND PROCESSES**

**Goal Statement: To improve and maintain the efficacy of systems, processes and overall operations of the district.**

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		Operational Procedures Manual <ul style="list-style-type: none"> <li>• Install a help desk for student information system.</li> <li>• Revise manuals and procedures as needed for consistency with FLDOE and federal reporting requirements.</li> </ul>	Assistance with system usage is provided by any staff member that is available			school and in each department as appropriate			
Reorganized the Information Technology Services to increase the efficacy of data collection and reporting	Reorganized ITS	<ul style="list-style-type: none"> <li>• Conduct an ITS personnel needs assessment;</li> <li>• Align current ITS position descriptions with current practice and create position descriptions for newly created positions;</li> <li>• Reorganize ITS consistent with needs assessment;</li> <li>• Annually analyze the efficacy of data reporting using FLDOE error reporting reports</li> </ul>	No needs assessment has been undertaken  ITS is understaffed	Conduct a needs assessment and prioritize needs. Results of staff interviews are available to align current practice with position descriptions	Draft Reorganization Chart Created and submitted for approval.	Implement reorganization.	On-going implementation and adjustments as needed		Director of Technology Coordinator of Data Processing Area Directors Director of Human Resources School Principals

Gadsden County Schools

# Chattahoochee Elementary School



2017-18 School Improvement Plan



## Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	A

*\*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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Chattahoochee Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

CES strives to empower student(s) to discover their interests and develop the talents necessary to pursue their goals and dreams.

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

Chattahoochee Elementary School (CES) is to create excellence in students as we prepare them to succeed in tomorrow's world.

#### 2. School Environment

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

Chattahoochee Elementary School (CES) school climate survey and home language survey will provide insight of our students' cultural needs. Teachers make contact with parents at least twice a month through a variety of communication. Positive relationships will be established between the continued support of faculty and parents.

Our Parent Expos communicate our mission and values and keep families abreast of the Florida Standards and their child's academic progress.

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

CES has a system in place for before and after school arrival with supervision at all times. The school has safety procedures in place and drills are performed on a monthly basis. Having students in uniform helps keep us alert of intruders on campus and makes us alert of our surroundings.

##### 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

CES behavioral system is used in all classrooms. All classroom teachers follow a system of five points given daily. The area of points awarded are: attendance, on task behavior, participation in class, homework and school uniform. The points are added for a weekly total and students are rewarded every month. The rewards range from an ice cream social to an amusement park fieldtrip.

##### 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

At CES a guidance counselor is available to all students for counseling. The guidance counselor meets with teacher to discuss ways to help alleviate situations that may arise in the classroom. Also, we have additional help from outside resources such as social workers and counselors that provide one on one counseling.

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

CES early warning system indicators are attendance of students who miss three or more days and one or more suspensions from school. Students who miss three or more days from school and/or who have one or more suspensions miss quality instruction when they are not in class.

**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
One or more suspensions	3	4	14	13	9	3	0	0	0	0	0	0	0	46
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	10	3	7	0	0	0	0	0	0	0	20

**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	4	3	5	0	0	0	0	0	0	0	12

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

In order to support attendance a letter is sent via certified mail to parents explaining school board policy and procedures when students miss days from school. Also, the counselor follows up with a phone call. The school offers free breakfast, lunch and snack. We have the fresh fruit and vegetable program where students receive a snack twice a week. To help support behavior and minimize suspension we have adopted the Positive Behavior Support (PBS) as a school-wide behavior program.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

See Parent Involvement Plan

**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**

The school works closely with the school district Parent Services and local partners in the community to secure and utilize resources to support the school and student achievement. Our partners include, but are not limit to: local churches, WBs Sport Bar & Grill, Pizza Hut, Focus Credit Union, Florida State Hospital, Women Club, Rotary Club and families of students.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Denson, Valencia	Principal
Leath, Kimberly	Guidance Counselor
Nelson, Rena	Instructional Coach
O'Bryan, Katie	Teacher, ESE
Chapman-Thomas, Tylisa	Teacher, K-12
Wiggins, Mellany	Teacher, K-12

**b. Duties**

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

- ESE Resource Teacher: to conduct intensive interventions with students of any age for any academic area, to organize meeting times and RtI schedules, to provide 7 day advance notice for any parent conference or RtI meetings, to record anecdotal and observational data, to give simple assessments to monitor students' progress throughout the duration of the interventions, to brainstorm and come up with creative solutions for RtI interventions, to assist teachers with applying effective intervention strategies in class, graph results of intervention using grades and other collected data.
- Guidance Counselor: to assist with planning RtI meetings, to complete referrals for various agencies for students who need intensive behavior management or other counseling needs, to conduct behavioral interventions for students with behavioral concerns, to complete classroom observations, and to help file all student paperwork.
- Instructional Coach: to organize, interpret, and graph all school data, to brainstorm with the team and model how to conduct intensive interventions that meet common core state standards, to pull small groups or individual students during appropriate times of day to conduct interventions for math, reading, or science, to work closely with teachers making sure that they are conducting in-class interventions appropriately as outlined in the curriculum.
- Speech and language Pathologist: to complete speech and language testing for students who have completed an RtI intervention and are moving into psychological testing to possibly be staffed for the ESE program, to brainstorm with the team and offer ideas for activities to conduct during interventions for students who seem to have speech or language issues.
- School Psychologist: to assist in determining if a student needs to be recommended for psychological testing and to conduct said tests within 60 days of having a consent for testing form



completed by the parent, to give tips or advice on how to better deliver an intervention whether academic or behavioral.

- Classroom Teacher: To conduct outlined interventions with fidelity following the curriculum, to document behaviors, to complete and enter all student grades so data may be reviewed, and to brainstorm with the team on how to accurately target students and identify in which areas students need assistance, to fill out all referral forms with the Rtl team.

**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**

- In order to implement and monitor the MTSS system, any teacher or staff member that observes a need for an academic or behavioral intervention must first review individual student grades in conjunction with reading, math and science data as it compares to the average of the class. If there appears to be a significant problem or one student seems to be scoring or functioning below the rest of the class the teacher must fill out a student referral form to the MTSS/RTI team. The team includes the ESE resource teacher, guidance counselor, principal, school psychologist, Academic coach and at times a Speech Language Pathologist as well as classroom teacher and parents. At this point in time the parents are notified given a 7 day advance notice of a meeting time for their child. At the meeting the parents assist the team in completing a "Problem Solving/Rtl Worksheet" which requires detailed responses to problem identification, current levels of performance, peer levels of performance, Gap analysis between benchmarks and students, and benchmarks and peers. As well as including information about replacement behaviors or target skills offered, at what tier this issue will be addressed and with what information we will come to a decision about what needs to be done now as well as in the future. The sheet that we complete for each student after the "Problem Solving/Rtl worksheet" is the "Problem Analysis worksheet". The team talks together and based on available data gathered, interviews, observations, and testing to create hypothesis statements on possible reasons for students that are struggling. Our final worksheet we use in our process is the "Comprehensive Intervention Implementation". This worksheet is to compile exact information as to what will be done, when and where the intervention will occur, and who will conduct the intervention as well as deciding how information will be shared or monitored between team members in order to collect data frequently and decide if our plans are effective and meeting the needs of the individual students.

- In regards to the SIP structures for our school that address the effectiveness of core instruction, resource allocation (funding and staffing) teacher support systems, and small group and individual student needs we have many options. Our SIP is a flexible plan that allows room for adjustments or amendments to be made as necessary based again on student data and individual needs. Our coach is responsible for addressing the effectiveness of core instruction by either modeling or co-teaching with various classroom teachers to help them adjust to the new Journey's Common Core Reading Curriculum and make sure that they are able to deliver the lessons in a precise and efficient manner. We provide supports for teachers by conducting grade group meetings weekly to discuss student progression, class data, and individual students' performances and responses to various interventions. Resource allocation is handled by our principal. The coaches supply man supplemental reading or math materials for teachers to conduct interventions. We have also created a sort of "menu" that outlines optional supplemental curriculum used at Chattahoochee elementary for both reading and math that gives a detailed outline of programs offered, which areas they target, the frequency and intensity with which they must be delivered, as well as tools to use for recording data and student progression.

Chattahoochee Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including



providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Chattahoochee Elementary coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Chattahoochee Elementary coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete training, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title □ Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/o have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are re mediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Chattahoochee Elementary has a strong safety program that includes Raptor identification at the front

desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

School improvement dollars are used in conjunction with Title II and Title I dollars to provide additional instructional coaches, behavior specialists, and other educational paraprofessionals to meet the additional goals of the school improvement grant. The program is closely coordinated with Title I so that there is no fragmentation of programs and no duplication of funding. Funding supports increased Response to Intervention, Positive Behavior Support, increased family participation, early warning systems, and performance incentives.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Valencia Denson	Principal
Shirley Kennedy	Parent
Cheryl Jackson	Parent
Rena Nelson	Teacher
Ola Blue	Parent
Halle Bright	Parent
Shakirya Gilcrease	Parent
Torina Johnson	Parent
Marilyn McClendon	Education Support Employee
Cecily Myles	Parent
Flora Williams	Parent
Rondal Wimbush	Parent
Diane White	Business/Community
Ira Daniels	Business/Community
Emma Baker	Business/Community
Kelly Walker	Parent
Shavone Brooks-Horne	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

During our first SAC meeting, we reviewed last year SIP for revised goals and effectiveness in conjunction with 2017 FSA results.

*b. Development of this school improvement plan*

The School Advisory Council (SAC) meets four times a year to help develop, approve and monitor the school improvement plan and school's budget.

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

The school budget will be shared and SAC determines allocations for professional development for teachers as well as expenditures for instructional materials.

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

There were no funds allocated.

**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
Denson, Valencia	Principal
Nelson, Rena	Instructional Coach
Leath, Kimberly	Guidance Counselor
O'Bryan, Katie	Teacher, ESE

**b. Duties**

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

- To increase the number of proficient readers.
- To interpret data effectively in order to make teaching decisions.
- To enhance students' ability to become critical thinkers and independent readers.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

CES uses variety of strategies to encourage a positive working relationship between teachers and staff. We also hold weekly data meetings in order to aggregate data and continue the collaboration process.

New staff members are paired with veteran teachers for support. We have establish a Beginning Teacher program for all newly hired personnel.

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

The principal completes a district form (Request to Advertise Form). The position is advertised on the district website for seven days. Upon the seventh day, the principal reviews the applicants application, transcripts, resumes and schedules an interview. The principal only schedule interviews with in-field highly qualified applicants. A team that consist of the principal and coaches conduct the interview using the district developed interview question form. Once all of the interviews have been completed, reference checks are done. The principal makes his/her final decision and the recommendation form is sent to the district personnel office.

Gadsden County Schools holds an annual Teacher Recruitment Day every summer. Local colleges and radio advertisement are ways the information gets out to the public.

In addition to recruiting staff, I advertise or market my school on social media websites.

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

Mentee teachers are paired with veteran teachers for support through conferencing, review of weekly lesson plans/benchmarks, and modeling of effective strategies. The mentor will also have the opportunity to observe the mentee teaching strategies, provide feedback and coaching. Also, mentee will observe veteran teachers classroom at the school and around the district.

# **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***

CES ensures its core instructional programs and materials are aligned to Florida Standards during weekly common planning times. During these times the team discuss specific standards and ways to provide students rigorous instruction.

### **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***

CES uses data to drive instruction in all classes. The school provides baseline testing during the first week of school in subjects reading, writing, math and science. The data from these tests are used to provide differentiated instruction based on specific needs. Teachers give a pretest and post-test to track students growth on standard-based learning targets. In addition, a unit test will be given at the end of each unit. Small group instruction is provided in reading and math. Teachers continue to use the Florida Continuous Improvement Model (FCIM) to evaluate instruction and provide tutorial and/or enrichment.

**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:** 540

Reading Florida Standards are taught explicitly. Teacher use a variety of instructional tools to teach each standard. Some ways are through modeling best practices, such as peer teaching, videos, graphic organizer, and powerpoint presentation.

**Strategy Rationale**

As a result, students overall reading proficiency will increase.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Denson, Valencia, [densonv@gcpsmail.com](mailto:densonv@gcpsmail.com)

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

There is no data collected from this strategy. Teachers work with students based on needs or provide enrichment.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Pre-K Program offers students a developmentally appropriate learning environment that will prepare student for Kindergarten. Pre-K teachers conducted home visits of all students entering the Pre-K program prior to the start of school. DLM Pre-K curriculum is used to help students enhance their literacy skills.

Each year the Pre-K teacher and kindergarten teacher collaborates to help with transition. This collaboration includes vertical articulation and common planning time. To improve instructional strategies the pre-k teachers participate in professional development opportunities.

As the 5th graders transition to middle school, they are invited to tour the campus and meet the staff. The students are also given the opportunity to select classes for the upcoming school year upon promotion.

**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**

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

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

**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**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.

### 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.

### 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.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning
  
- G2.** Identify at-risk students to provide support and intervention to increase achievement.

## 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.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning **1a**

G090254

**Targets Supported** **1b**

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers lacking time to effectively plan standards-based lessons.
- Teachers lack content and procedural knowledge in planning and delivering rigorous, standards-based instruction and assessments.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Professional Development
- Common Planning Day
- Demonstration Lessons
- Florida Standards and Item Specifications

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

Administrator will review lesson plans and assessments to assure teachers are using standards-based lessons and assessments

**Person Responsible**

Valencia Denson

**Schedule**

Weekly, from 8/21/2017 to 8/21/2018

**Evidence of Completion**

Formative and Summative assessments, lesson plans

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

Data analysis will occur using student formative and summative data. Classroom observations will be conducted. PLC's and common assessment visits.

**Person Responsible**

Valencia Denson

**Schedule**

Biweekly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Data analysis form, assessments, PLC minutes



**G2. Identify at-risk students to provide support and intervention to increase achievement.** 1a

G090255

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

- The percentage of students who missed three or more days of the 2016-2017 school year.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- School Counselor
- Daily Attendance Roster
- Code of Conduct
- Skyward

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

Daily attendance roster, counselor log, Skyward, PBS Data

**Person Responsible**

Kimberly Leath

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Skyward and Counselor logs

## 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.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning **1**

 G090254

**G1.B1** Teachers lacking time to effectively plan standards-based lessons. **2**

 B247790

**G1.B1.S1** Instructional coaches will provide grade level training on creating standards based formative and summative assessments. **4**

 S261104

### Strategy Rationale

By providing training for teachers in the area of creating assessments and demonstrating lessons and providing additional strategies for teachers this will increase teachers' pedagogical skills ultimately resulting in an increase in student achievement.

### Action Step 1 **5**

Instructional Coach will provide a Reading planning day for each grade level team.

#### Person Responsible

Rena Nelson

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first two weeks. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement.

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

Instructional Coaching form

**Person Responsible**

Rena Nelson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Tracking forms will be collected.

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

Administration will monitor professional development on assessments

**Person Responsible**

Valencia Denson

**Schedule**

Every 3 Weeks, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Review assessments, agendas, sign-in sheets

**G1.B2** Teachers lack content and procedural knowledge in planning and delivering rigorous, standards-based instruction and assessments. **2**

 B247791

**G1.B2.S1** Instructional Coaches will conduct Professional Development (PD) that will focus on delivering rigorous and standards-based lessons. **4**

 S261107

### **Strategy Rationale**

Instructional Coaches will provide teachers with guidance on instructional delivery of rigorous standards-based lessons that will result in more effective instruction, as well as, improved academic achievement.

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

Instructional Coach will provide grade level meetings with teachers on standards-based lessons.

#### **Person Responsible**

Rena Nelson

#### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

#### ***Evidence of Completion***

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

Administrator will participate in professional development and give feedback

#### **Person Responsible**

Rena Nelson

#### **Schedule**

Weekly, from 8/21/2017 to 5/31/2018

#### ***Evidence of Completion***

Agendas, meeting minutes and feedback

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

Administration will review and provide feedback from observed notes of modeled lessons

**Person Responsible**

Valencia Denson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observer notes and feedback

**G2. Identify at-risk students to provide support and intervention to increase achievement. 1**

G090255

**G2.B1 The percentage of students who missed three or more days of the 2016-2017 school year. 2**

B240886

**G2.B1.S1 Conduct conferences for students identified as having three or more absences in order to provide support for parents as needed. 4**

S253911

**Strategy Rationale**

Students who miss school on a regular basis are at risk for potential academic failure.

**Action Step 1 5**

Guidance counselor will conduct a conference with parents of students who miss three or more days.

**Person Responsible**

Kimberly Leath

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Attendance in Skyward, Conference Notes

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

The principal will review conference log of parent conferences and the results.

**Person Responsible**

Valencia Denson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Counselor notes and logs

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

Attendance in Skyward will be monitored to verify students' effectiveness.

**Person Responsible**

Kimberly Leath

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Counselor phone logs, Counselor notes, Attendance in Skyward

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.A1 A344214	Instructional Coach will provide grade level meetings with teachers on standards-based lessons.	Nelson, Rena	8/14/2017		5/31/2018 biweekly
G1.MA2 M365151	Data analysis will occur using student formative and summative data. Classroom observations will...	Denson, Valencia	8/21/2017	Data analysis form, assessments, PLC minutes	5/31/2018 biweekly
G2.MA1 M349861	Daily attendance roster, counselor log, Skyward, PBS Data	Leath, Kimberly	8/14/2017	Skyward and Counselor logs	5/31/2018 weekly
G2.B1.S1.MA1 M349859	Attendance in Skyward will be monitored to verify students' effectiveness.	Leath, Kimberly	8/14/2017	Counselor phone logs, Counselor notes, Attendance in Skyward	5/31/2018 weekly
G2.B1.S1.MA1 M349860	The principal will review conference log of parent conferences and the results.	Denson, Valencia	8/14/2017	Counselor notes and logs	5/31/2018 weekly
G2.B1.S1.A1 A332550	Guidance counselor will conduct a conference with parents of students who miss three or more days.	Leath, Kimberly	8/14/2017	Attendance in Skyward, Conference Notes	5/31/2018 weekly
G1.B2.S1.MA1 M365164	Administrator will participate in professional development and give feedback	Nelson, Rena	8/21/2017	Agendas, meeting minutes and feedback	5/31/2018 weekly
G1.B1.S1.MA1 M365159	Instructional Coaching form	Nelson, Rena	8/14/2017	Tracking forms will be collected.	5/31/2018 monthly
G1.B1.S1.A1 A344211	Instructional Coach will provide a Reading planning day for each grade level team.	Nelson, Rena	8/14/2017	Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first two weeks. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement.	5/31/2018 monthly
G1.B2.S1.MA1 M365166	Administration will review and provide feedback from observed notes of modeled lessons	Denson, Valencia	8/14/2017	Observer notes and feedback	5/31/2018 monthly
G1.B1.S1.MA1 M365160	Administration will monitor professional development on assessments	Denson, Valencia	8/14/2017	Review assessments, agendas, sign-in sheets	5/31/2018 every-3-weeks
G1.MA1 M349858	Administrator will review lesson plans and assessments to assure teachers are using...	Denson, Valencia	8/21/2017	Formative and Summative assessments, lesson plans	8/21/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning

**G1.B1** Teachers lacking time to effectively plan standards-based lessons.

**G1.B1.S1** Instructional coaches will provide grade level training on creating standards based formative and summative assessments.

### **PD Opportunity 1**

Instructional Coach will provide a Reading planning day for each grade level team.

#### **Facilitator**

Nelson, Rena

#### **Participants**

20

#### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Instructional Coach will provide a Reading planning day for each grade level team.	\$0.00
2	G1.B2.S1.A1	Instructional Coach will provide grade level meetings with teachers on standards-based lessons.	\$0.00
3	G2.B1.S1.A1	Guidance counselor will conduct a conference with parents of students who miss three or more days.	\$0.00
<b>Total:</b>			<b>\$0.00</b>

Gadsden County Schools

# Gadsden Elementary Magnet School



2017-18 School Improvement Plan

## Gadsden Elementary Magnet School

500 W KING ST, Quincy, FL 32351

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School PK-8	No	84%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Gadsden Elementary Magnet School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

It is the mission of the faculty and staff of Gadsden Elementary Magnet School to provide all children with a challenging, high-quality educational experience

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

To achieve our vision, we will create a rich multicultural environment for learning by designing an integrated curriculum with strong science, fine arts, and social studies components

#### 2. School Environment

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

Prior to the first day of school, the site administrator provides an informal opportunity for students and parents to meet the teachers, and tour the campus. Throughout the school year, parents will have opportunities to engage in monthly parent workshops and parental involvement activities.

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

In an effort to promote a safe environment, all visitors are required to check in at the front office. The front office is the only point of entrance onto school grounds once school is in session. All entrances are locked at the start of the day and remain in this status until dismissal.

##### 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

The school follows the district's Student Code of Conduct procedures to minimize behavior infractions before, during, and after school. Each teacher posts rules in class and students are informed of corresponding consequences.

##### 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

Our guidance counselor provides small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing families..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The district's student information system (Skyward) has built in supports to identify early warning indicators. The school's guidance counselor maintains a log of student absences, suspensions, and course failures.

**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	
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	3	3	2	0	0	0	0	0	0	0	8

**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	

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

- \* Teachers are required to document support for academic interventions on lesson plans
- \* Teachers submit data forms to Principal each week
- \* Teachers have data chats with students bi-weekly
- \* Parents are required to attend data meetings once each month

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

- \* Parents are invited to join the school's Parent Teacher Association (PTA) & the School Advisory Councils (SAC).
- \* Parents are informed of staff, instructional, and policy changes through parent letters and Skylert.

**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**



The school's leadership team will hold quarterly meetings with area business and community leaders to implement programs/strategies to promote student achievement.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Davis, Allysun	Principal
Baker, Annette	Guidance Counselor
Porter, LaTasha	Teacher, K-12

**b. Duties**

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

- Principal- monitors the process, leads discussions, implements improvement efforts
- Guidance Counselor - assists the team in accessing and interpreting discipline data
- Resource Teacher- provide feedback and ongoing support for staff
- Gifted Teacher- provide feedback and ongoing support for staff
- K-12 Staff- provide feedback and ongoing support for staff

**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 school's leadership team meets on the first Tuesday of each month to discuss data concerns, changes to the curriculum, and to complete a needs assessment.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Kira Brown	Student
Allysun Davis	Principal
Latasha Porter	Teacher
Cedric Chandler	Parent
Kecia Payton	Parent
Eddie Allen	Parent
Tonya Green	Parent
Timothy Cole	Business/Community
Richelle Robinson	Parent
Gerald Powell	Parent
Derilyn Dixon	Parent
Fernesha Gainous-Austin	Parent
Morena Vasquez-Hernandez	Parent
Catlerin Mendez	Parent
Lola Fulmer	Parent
Matthew Fulmer	Parent
Jari Lewis	Education Support Employee
Julius Ervin	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Each goal in last year's plan was achieved.

*b. Development of this school improvement plan*

During the summer, the committee met to discuss the schools annual data. The committee developed goals and agreed upon strategies to attain the goals.

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

Funds for the 2017-2018 school year have not been allocated.

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

GEMS did not receive school improvement funds last 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
Davis, Allysun	Principal
Porter, LaTasha	Teacher, K-12
Baker, Annette	Guidance Counselor

#### b. Duties

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

- \* The school has a mini library in the front office. Students are encouraged to check out books.
- \* The Principal leads a book club with middle school students. The club meets once a week for 30 minutes.

The aims of the literacy team are to :

- \* Ensure that text complexity, along with close reading and rereading of texts, is central to lessons
- \* Provide scaffolding that does not preempt or replace text reading by students
- \* Develop and ask text dependent questions from a range of question types
- \* Emphasize students supporting their answers based upon evidence from the text
- \* Provide extensive research and writing opportunities (claims and evidence)

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers meet individually in the elementary grades and collectively in the middle school areas. During the meetings, the teachers plan, discuss best practices, and identify grade level and school level strengths and deficiencies. This also provides opportunities for the district instructional coaches and our school's resource teacher to meet with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments.

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

- \* Participation in district sponsored recruitment efforts
- \* Use of the employee database system
- \* Provide mentors to newly hired instructors
- \* Provide training to enhance instruction

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

Novice teachers are paired with veteran teachers who have proven strengths in instruction and classroom management

### 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**

The school uses instructional materials that have been approved by the state and the district. Implementation of the materials is monitored by the Principal. Instructional practices are monitored daily and feedback is given immediately.

### 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**

Based upon the analysis of our bi-weekly formative assessment data, classroom teachers will adjust their instruction and plans for whole and small group instruction. The formative assessments will be created, and closely aligned to the FSA specifications. Classroom teachers, the resource teacher, and the principal

will collaborate in the creation of these formative assessments.

Anchor texts will be selected by teachers and the district instructional coaches to ensure they are within each grade level band and meet text the complexity requirements, qualitatively and quantitatively. Assessment questions will mirror the content limits for each standard as listed in the FSA item specifications. During data meetings, teachers and school administration will look for patterns across their grade level data and plan for next instructional steps.

#### **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:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Gadsden Elementary Magnet School has one Pre-K classroom. The Pre-K teacher meets regularly with the Kindergarten teacher to ensure the students are receiving adequate academic support. At

the end of the school year, the Pre-K students and their parents are invited to the campus to tour the Kindergarten class, speak with the teacher and discuss expectations. We also offer an opportunity for our eighth graders to visit East Gadsden High School to experience high school life.

## **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**

We have established a partnership with the National Field High Magnetic Lab and Florida State University's School of Medicine to support the science program within the school. Medical students assist our instructional staff in designing lessons to increase student achievement, expose students to science concepts, and develop mini labs that provide hands on exposure to a variety of concepts.

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

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

### **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**

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### **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.

### **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.

### **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.** To implement effective small group instruction in Mathematics.
- G2.** Achieve 80% passing rate as measured by the Biology EOC examination.
- G3.** Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 84% to 85%.
- G4.** Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments.

## 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. To implement effective small group instruction in Mathematics. 1a**

G093110

**Targets Supported 1b**

Indicator	Annual Target
FSA Mathematics Achievement	80.0
Algebra I EOC Pass Rate	85.0

**Targeted Barriers to Achieving the Goal 3**

- Novice teachers providing instruction in mathematics.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Teachers have common planning times to discuss best practices
- Data is discussed during faculty meetings to identify strengths and weaknesses
- Teachers are given opportunities to observe veteran teachers

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

Teachers submit weekly data to the principal (iready, Acaletics, Journeys, Florida Test Power, Go Math, Ready Math)

**Person Responsible**

Allysun Davis

**Schedule**

On 5/21/2018

**Evidence of Completion**

\* Teachers will incorporate small groups and skills groups into their mathematics instructional periods. \* Classroom teachers will collect student data and identify their academic needs. \*Data will be analyzed and reviewed in PLC's, faculty meetings, and grade level meetings to determine if the intervention is successful and/or needs to be revised.

**G2. Achieve 80% passing rate as measured by the Biology EOC examination.** 1a

G093111

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- \* The school has developed a partnership with Florida State University. Medical students from the SSTRIDE program will report to GEMS daily to provide targeted instruction in Biology.

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

Data from the Science Diagnostic assessment will be analyzed and students will be targeted for small group instruction based on the branches of science and areas of need

**Person Responsible**

Allysun Davis

**Schedule**

On 5/21/2018

**Evidence of Completion**

- \* Students will participate in a variety of hands-on experiments directly related to Biology standards
- \* Students will participate in e field trips to science based facilities



**G3.** Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 84% to 85%. 1a

G093112

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	85.0

**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- SStride Program- Florida State Medical School Partnership with the Magnetic Lab On Site Gifted Teacher

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

Teachers will submit benchmark data to the school's principal

**Person Responsible**

Allysun Davis

**Schedule**

Weekly, from 8/21/2017 to 5/21/2018

**Evidence of Completion**

Percentage of students showing mastery of science benchmarks

**G4.** Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments. 1a

G093113

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- On-site resource teacher
- Professional Development (District & School Level)

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

- \* The instructional staff progress monitors benchmarks within the instructional program.
- \* Lesson Plans are checked weekly to document high order questioning, intervention groups, and targeted skills
- \* Teachers submit data analysis forms to the principal each week (documenting remediation, enrichment, and maintenance efforts)
- \* i-ready data is used to develop instructional paths for students and to create small group activities

**Person Responsible**

Allysun Davis

**Schedule**

Monthly, from 8/21/2017 to 5/21/2018

**Evidence of Completion**

\* Lesson plans \* Data analysis forms \* iready data \* program assessment data (Ready, Journeys)

**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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

Total:	\$0.00
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Gadsden County Schools

# George W. Munroe Elementary School



## 2017-18 School Improvement Plan

## George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-3	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	D	F*	D

*\*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 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>.

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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 two 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](#):

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### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for George W. Munroe Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Comprehensive Support & Improvement - Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

With having expectations of excellence from all stakeholders, George W. Munroe Elementary will implement the "TEAM approach: "Together Everyone Achieves More."

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

The vision of George W. Munroe Elementary School is: "To provide a high quality educational program that develops the whole child by implementing a rigorous standards based curriculum along with a TEAM approach."

#### 2. School Environment

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

The success of our students and staff is built upon the establishment of trusting relationships. The school staff demonstrates integrity throughout the school community by exhibiting behaviors that demonstrate respect for individuals, committing to complete tasks that have been agreed upon, and being honest. The school staff takes a personal interest in the well being of its students and families; maintaining open lines of communication.

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

In an effort to promote student safety and respect, the Gadsden County School Board and George W. Munroe Elementary School prohibit any act of bullying in our schools. State and district policies regarding bullying are fully implemented. Annually, the school staff will host multi-cultural activities that teach students to embrace individual and cultural differences within the student body.

##### 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

Each teacher has an approved behavior management tracking system which alerts parents and students of behavior occurrences. Students are given opportunities to re-direct their behavior before visiting the grade level chair. If the behavior is not sufficiently modified, the student will then be sent to the guidance counselor or the behavior specialist. Once the student has gone through pre-approved interventions, and the behavior continues to manifest itself in a negative manner, the student may be sent to the Assistant Principal.

Parents are contacted after the second intervention has been employed.

##### 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

George W. Munroe provides a number of services that ensures the social-emotional needs of all students are met. The guidance counselor provides character education classes monthly for all students. Referrals are made to outside agencies that include; Capital City Youth Services (CCYS) and Florida Therapy. Students also participate in good citizenship assemblies monthly.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our early warning systems includes the Multi-Tier System of Supports (MTSS) process, the Student Study Team, progress monitoring, iReady diagnostic data, academic and instructional data, and attendance. The school's guidance counselor works closely with the attendance clerk to monitor student absences.

The Assistant Principal for discipline adheres to the district's student code of conduct policies to determine inappropriate behavior and reduce the number of students receiving out of school suspension. Teachers provide additional opportunities for remediation to alleviate course failure.

#### 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	26	25	26	23	0	0	0	0	0	0	0	0	0	100
One or more suspensions	0	2	3	8	0	0	0	0	0	0	0	0	0	13
Course failure in ELA or Math	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	

##### 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	3	0	0	0	0	0	0	0	0	0	3

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

1. Regular Parent/Teacher Conferences
2. Attendance Incentives
3. Behavior Rewards
4. Reading Intervention
5. Computer Assistive Instruction (i-Ready)
6. Small Group Instruction
7. Regular Data Chats with Teachers
8. In-School Suspension

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

In order to increase parental involvement for 2017-18 school year, our school is committed to fostering and sustaining healthy relationships between families and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child's schooling by holding meetings that accommodate working parents as well as those parents whose primary language is not English.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and help parents to provide better educational assistance to their children.
- Notifying parents of reading levels and providing them with the information to help improve independent reading.
- Soliciting parent's input through a reflection of their experiences when working with the students to complete assignments.

**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**

George Munroe will build and sustain a partnership with McDonalds, Pizza Hut, and the local Walmart; as well as the local Kiwanis and IFAS-The University of Florida Research and Education. In order to build and sustain partnerships, we will extend an invitation for a meet and greet, present the school's goals and vision, and develop a plan on how the partnerships can work collaboratively with us to secure and utilize resources to support the school and student achievement.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Peterson, Ronald	Principal
Wells, Carla	Assistant Principal
Rollinson, Latonya	Instructional Media

## b. Duties

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

#### School Principal

- \*Provide instructional leadership and supervision for student achievement.
- \*Manage and administer the development, implementation, and assessment of the instructional program at the assigned school.
- \*Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
- \*Promote high student achievement.
- \*Coordinate program planning with District instructional staff.
- \* Manage the selection of textbooks, materials, and equipment.
- \*Manage and administer the testing program for the school.
- \*Align school initiatives with District, state, and school goals.
- \* Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum.
- \* Direct the development of the master schedule and assign teachers according to identified needs.
- \*Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.
- \*Facilitate, monitor, and coordinate the implementation of Exceptional Student Education programs and services.
- \* Provide leadership in the effective use of technology in the classroom.
- \* Supervise the establishment and maintenance of individual professional development plans for each instructional employee

#### Assistant Principal

- \* Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
- \* Supervise curricular and extracurricular activities as assigned.
- \* Provide recommendations to the Principal regarding curriculum improvement.
- \* Supervise textbook and equipment selection, acquisition and inventory.
- \* Assist the Principal in the administration of the summer school program.
- \* Assist with coordinating student field trips.
- \* Assist in developing the master schedule and assignment of students and staff.
- \* Assist in the administration of the testing program.
- \* Assist in gathering, analyzing, and interpreting data related to student performance.
- \* Assist in coordinating the school's accreditation program.

#### School Counselor

- \* Provide personal / social growth counseling including individual and group concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- \* Recognize, appreciate and serve the cultural differences and special needs of individuals and families.
- \* Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.
- \* Orient new students and their parents and assist students moving from grade to grade or school to school.
- \* Provide interventions for at-risk students and those with special learning and behavioral needs.
- \* Implement programs for career awareness and, at secondary level, comprehensive educational / career plans that target high school completion, post-secondary opportunities, scholarships and



financial aid information.

#### Media/Reading Specialist

- \* Teach library media skills in collaboration with teachers to support classroom instruction.
- \* Instruct staff and students in the use of resources, services, and equipment.
- \* Provide reference assistance.
- \* Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities.
- \* Use appropriate materials, technology, and resources to help meet the learning needs of all students.
- \* Apply principles of learning and effective teaching in instructional delivery.
- \* Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- \* Develop and implement curriculum based on current research and best practices.
- \* Coordinate program design to ensure continuity in K-12, special and/or regular education.
- \* Collaborate and provide consultant and resource services for District instructional support teams, Principals, and other District personnel.
- \* Plan and facilitate staff meetings and conduct in-service training.
- \* Demonstrate successful teaching and learning strategies in the classroom setting

#### Lead Teacher

- \* Demonstrate knowledge and understanding of curriculum content.
- \* Communicate high expectations for learning for all students.
- \* Apply principles of learning and effective teaching in instructional delivery.
- \* Monitor learning activities, providing feedback and reinforcement to students.
- \* Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- \* Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- \* Use appropriate materials, technology, and resources to help meet learning needs of all students.
- \* Assist students in accessing, interpreting, and evaluating information from multiple sources.
- \* Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
- \* Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
- \* Provide instruction on safety procedures and proper handling of materials and equipment.
- \* Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
- \* Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

**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 school leadership team evaluates and assesses each available resource to determine the extent to which it will align with other resources and to which it has the capacity to meet student and school needs. The principal and assistant principal are responsible for the twice monthly meetings of the team. The assistant principal maintains an electronic inventory of all instructional materials. In addition to instructional materials and resources, the school taps into other resources, among those resources are the following:

- Multi-tiered System of Supports which is a very integral part of the Student Study Team which determines supports and resources necessary in order to meet the needs of individual students.
- Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.
- The school coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports
- The Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Services provided include language, social services, medical, and instructional.
- Title II, Part A provides professional development opportunities for teachers and paraprofessionals based on their individual needs and to help ensure that only highly qualified in-field teachers are placed in classes. Instructional coaches are provided by so that on-site modeling and progress monitoring can be provided to struggling teachers.
- Title III ensures that ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.
- The Title □ Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.
- The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues. As our school discovers a challenged student through our MTSS that cannot be met on our campus, we make recommendation to send alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers. Once a student has successfully completed his/her assigned area of work at the alternative school, they are returned to the school setting.
- Parenting services are also provided onsite to assist with reducing potential drop outs and continuing to assist underage parents in their pursuit of a high school credential.
- George Munroe Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.
- The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.
- The school participates in the early intervention programs through Voluntary prekindergarten and Head Start on full-day schedules working with very early learners to raise the level of their basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended Pre-K programs providing a full day of



PreK for students with split funding from Title I. This allows us to provide even more resources for our PreK students than the state funded early learning programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Phyllis Campbell	Parent
Rachelle Hall	Parent
Leticia Brady	Parent
Wendy Gee	Parent
Elma Kelly	Parent
Maritza Torres	Business/Community
Keyanna McMillian	Parent
Michelle Moore	Education Support Employee
Queyli Torrees	Business/Community
Katisha Hitchman	Parent
Dr. Ron Peterson	Principal
Gwendolyn Forehand	Parent
Charles Bush	Parent
Michael Ray	Education Support Employee
Beth Demme	Business/Community
Gerri Patten	Business/Community
Sarah Graham	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

George W. Munroe's SAC is responsible for reviewing and comparing the intended outcomes developed on the previous year's SIP and the results. Consequently, the team assembled to analyze performance data in an effort to identify strengths and weaknesses. Based on the data, school goals for the 2017-2018 school year will address reading and math.

##### b. Development of this school improvement plan

SAC is responsible for the approval of our SIP and the ongoing review of our progress towards its goals.

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

The SAC provides recommendations for the school's budget and for the use of school improvement funds to assist in the preparation of the school budget. SAC meets with the Principal as needed to discuss purchases, needs, and goals.

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

School improvement funds allocated were used to support supplemental instructional activities, including after school initiatives, technology-based solutions and instructional materials.

**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
Wells, Carla	Assistant Principal
Rollinson, Latonya	Instructional Coach
Peterson, Ronald	Principal
Wilson, Brittanica	Administrative Support
Knight, Ms. Sarah	Other

**b. Duties**

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

The major initiatives of the LLT this year will be to increase the overall proficiency of our students through quality instruction, targeted intervention, and tiered instruction. The LLT meets bi-weekly to discuss student concerns. In addition, individuals on the team play integral roles in the academic, social, and emotional plans for our students.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

George W Munroe Elementary works to ensure that teachers, school level resources and administration have time to collaborate through grade group meetings, data meetings, and lesson study; in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with common planning time across grade levels to discuss successes and challenges of daily instruction so that adaptations or modifications may be made as needed to foster student success.

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

George W. Munroe Elementary School is committed to recruiting and retaining highly qualified, certified-in-field, effective teachers. This charge is the primary, but not sole, responsibility of the principal. In order to help students achieve at higher levels and meet the Florida State Standards, we need highly-effective and well-supported teachers for all children.

The Gadsden County School District is also conjointly responsible by making a concerted and coordinated effort to overhaul recruiting, preparation, induction, and support policies, which will ensure that every student has access to high-quality teaching in every classroom, every day. We believe that our teachers need to feel supported, prepared, justly rewarded, and confident in their ability to succeed in our school. We want our school to be a place where teachers want to work for many years. Our strategies for recruiting and retaining consist of:

- Improving teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively
- Improving preparation and support for beginning teachers
- Preparing teachers in new and innovative ways, which allows teachers to meet the needs of the racially, culturally, and linguistically diverse children at George Munroe and to become the agents of change who can help improve and sustain academic achievement for all students
- Solid academic instruction in pedagogy, subject matter, classroom management, and child development before the candidate begins to work in a school
- \* National search for Instructors using Teacher to Teacher
- An organized and comprehensive mentoring program of support by experienced, trained mentors

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

The mentoring program at George W. Munroe Elementary is designed to provide new teachers with support, resources, and lessons learned from experienced and highly effective teachers with proven records of student success in the classroom. These expert teachers and coaches are providing guidance for the day-to-day challenges of classroom management and effective instruction, thus enabling new teachers to become acclimated to the new school environment, which will ultimately lead to student success. Our beginning teachers' program ensures that all new teachers are supported by comprehensive induction procedures; which allows each new teacher to perform at a higher level while their students achieve greater success. Beginning teachers are required to participate in a one-year induction program, in which during the induction period beginning teachers will have a formal orientation, mentor support, and both formative and summative evaluations. This mentoring program allows mentors to assist beginning teachers as they transition from the university or other environments to classroom practice. The primary activities of our mentoring program includes:

- group and individual mentoring sessions that provide basic teaching tips; ideas and strategies that can be immediately implemented into the classroom
- group and individual mentoring sessions that provide new ideas in teaching methodologies
- forums facilitated by experienced teachers, which allows them to share their expertise and tips

## **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**

The district provides Instructional Focus Calendars that includes activities and resources that are aligned to the Florida State Standards. Additionally, staff considers the cognitive complexity of each standard to ensure alignment between the standard, the instruction, and the assessments.

Curriculum frameworks for each of the core areas have been developed and are being implemented by all teachers. The frameworks include the district-adopted, state-approved materials and are aligned to Florida's standards. Lesson plans are reviewed weekly to ensure that the instructional program follows what has been adopted by the district.

## **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**

Our Leadership Team meets weekly to discuss overall trends and individual students in relationship to the progress towards mastery of learning goals. An example of how instruction is modified to assist students having difficulty attaining proficiency includes: teachers providing small segments of success, reteaching lessons, teachers provide remedial instruction to students bringing them up to grade level proficiency.

### **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:** Extended School Day

**Minutes added to school year:** 10,800

Our school will ensure that student tasks are aligned to the Florida Standards; as well as ensuring an alignment between the standards, instruction, and assessments. The school will provide an additional 60 minutes per day of reading that focuses on vocabulary and phonics instruction.

#### **Strategy Rationale**

After reviewing student performance data from iReady and FSA, areas of weaknesses can be determine and targeted instruction can be delivered to students in small groups; addressing the learning needs.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wells, Carla, wellsc@gcpsmail.com

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

Data will be collected and analyzed through informal and formal data collection systems. The data will be extracted from iReady Data Reports, classroom formative and summative assessments and administrative observations.

**Strategy:** After School Program

**Minutes added to school year:** 5,400

We will provide enrichment activities to select students in core subject areas based on individual student needs after reviewing weekly exams, unit assessments and district interim assessments, using instructional resources for the adopted core reading, math and science programs.

**Strategy Rationale**

To extend and expand students' knowledge.

**Strategy Purpose(s)**

- Enrichment

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

Peterson, Ronald, petersonr@gcpsmail.com

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

Core program products (Journeys), attendance, and student i-Ready data will be utilized to determine the effectiveness of the strategy.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The school uses a Prekindergarten transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

In readiness for transition to grade school, our kindergarten students are adequately prepared through exposure to the fundamentals of reading through various routines inherent in a balanced curriculum.

To bridge the achievement gap that could deter students' preparation to transition, we employ intervention programs and strategies. Among these are:

- 1.) Star Early Literacy assessments that help the teachers build an academic profile for each student that will inform individualized instruction in Reading, Mathematics, Science and Social Studies.
- 2.) The aforementioned assessment serve as baseline for instructional support that will help address gaps in the student's level of readiness.
- 3.) A balanced literacy program is ensured through the Florida State standards. Likewise a balanced mathematics curriculum helps prepare the Kindergarten students-5th grade in acquiring the skills necessary for meeting the demands of the next grade level.
- 4.) Adequate instructional support from the i-Ready diagnostic assessments in Math and Reading help prepare our Kindergarten students academically for this great task of transitioning to grade school. the i-Ready Diagnostic. Teachers analyze the data to target areas of instruction.

5.) School-wide rallies planned at the end of the school year equally helps build the necessary excitement that motivates Kindergarten-4th grade students to long to return to our school in the the next grade level.

6.) Vertical planning among grade level teachers provide great opportunities for teachers to analyze "prior knowledge" and the "readiness level" of the in-coming group of students and to plan instructional support for the new students accordingly.

8.) Students receive small group instruction during the daily center implementation.

The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head start or other child care settings into Prekindergarten.

The district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The follows the district's policies and procedures for the transfer of student records. Presently, the prekindergarten program is located on the campus of the school. As a result, the records are stored in the school's guidance office and no transfer is required.

The plan encourages communication between prekindergarten staff and their counterparts in the schools and other childcare settings including principals, teachers, social workers, and health staff to facilitate continuity of the program.

The district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

The plan initiates meeting involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.

The school shares kindergarten readiness data with prekindergarten teachers and parents so that they are aware of students' progress. The district hosts professional learning events for prekindergarten teachers based on student performance data.

The plan assists parents in becoming their child's advocate as they transition from the home or other childcare setting into prekindergarten, through trainings and workshops.

Prior to enrollment, home visits are conducted by the prekindergarten teacher in collaboration with the paraprofessional who will work with the child and families. The prekindergarten program provides trainings and workshops for parents monthly. Parent meetings are held by the prekindergarten teacher to share student progress and next steps for development. Parents are required to attend the meetings.

The plan assists parents in becoming their child's advocate as they transition from the prekindergarten into elementary school or other childcare setting, through trainings and workshops.



The prekindergarten program provides trainings and workshops for parents monthly. Parent meetings are held by the prekindergarten teacher to share student progress and next steps for development. Parents are required to attend the meetings.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The school shares kindergarten readiness data with prekindergarten teachers and parents so that they are aware of students' progress. The district hosts professional learning events for prekindergarten teachers based on student performance data.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

## 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**

N/A

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

N/A

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

N/A

**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**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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:

Grade 3 Individual Teacher Data.docx
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FSA Data for ELA.
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#### 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.

Area of weakness in ELA is vocabulary, comprehension, and Phonics.

### **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.

### **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.** By the end of the 2017-2018 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA.
  
- G2.** By the end of the 2017-2018 school year, there will be a 10 percent reduction in the number of chronically absent staff and students. Chronically absent is defined as those individuals who are absent 10% or more of a school year.

## 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.** By the end of the 2017-2018 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA. 1a

G091776

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Limited differentiated lessons to address multiple learning styles and student performance.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Marzano professional development
- Reading Resource Teacher
- i-Ready
- Instructional Specialist for reading and mathematics

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

Walk through observations and Unify Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on weekly assessments. It is expected that 30% of the students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught.

Daily Maintenance will occur on previously taught content. The teachers and the Instructional Specialists for reading and mathematics will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 3rd grade students.

**Person Responsible**

Latonya Rollinson

**Schedule**

Monthly, from 9/25/2017 to 5/11/2018

**Evidence of Completion**

Improved student performance in reading and math as determined by Star Early Literacy, Star and i-Ready data.

**G2.** By the end of the 2017-2018 school year, there will be a 10 percent reduction in the number of chronically absent staff and students. Chronically absent is defined as those individuals who are absent 10% or more of a school year. **1a**

G091777

**Targets Supported** **1b**

Indicator	Annual Target
Attendance rate	10.0

**Targeted Barriers to Achieving the Goal** **3**

- Parents or caregivers not understanding the importance of attendance in school.
- Parental stress.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Parent Services, Parent Liaison

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

Collect and analyze attendance data of all chronically absent students.

**Person Responsible**

Ronald Peterson

**Schedule**

Weekly, from 8/14/2017 to 5/11/2018

**Evidence of Completion**

Increased number of students eligible for perfect attendance awards, decreased number of students with attendance indicator on the EWS

## 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.** By the end of the 2017-2018 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA. 1

G091776

**G1.B1** Limited differentiated lessons to address multiple learning styles and student performance. 2

B245610

**G1.B1.S1** Implement small group instruction across grade levels. 4

S258890

### Strategy Rationale

To provide students with a foundation essential to understanding foundational concepts in all core subject areas.

### Action Step 1 5

The use of an ELA Framework that outlines and provides a common learning experience across all grade levels. It outlines student expectations aligned to the Florida Standards Assessment.

#### Person Responsible

Ronald Peterson

#### Schedule

Weekly, from 8/14/2017 to 5/11/2018

#### Evidence of Completion

Pacing Guide, Focus Calendar, Assessments,

### Action Step 2 5

Provide standards-based instruction in all core subjects

#### Person Responsible

Ronald Peterson

#### Schedule

Daily, from 8/14/2017 to 5/11/2018

#### Evidence of Completion

Lesson plans

**Action Step 3** 5

Provide professional learning to teachers with a focus on expanding vocabulary, teaching comprehension, conducting lab assignments, and administering assessments.

**Person Responsible**

Ronald Peterson

**Schedule**

Monthly, from 8/14/2017 to 5/11/2018

***Evidence of Completion***

ePDC records, Sign-in sheets, Agenda

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

The core curricular areas of ELA, Math and Science will be taught according to the Frameworks and Focus Calendars that assures that prerequisite skills are taught and learned. Informal observations and data review in will allow stakeholders to determine if the strategies are implemented with fidelity.

**Person Responsible**

Ronald Peterson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Observations, Grade Group Meeting Minutes, Data from Assessments

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

Data to be collected will be scores and item analysis from Performance Matters, i-Ready, Star and Star Early Literacy. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.

**Person Responsible**

Ronald Peterson

**Schedule**

Monthly, from 8/14/2017 to 5/12/2018

**Evidence of Completion**

Observation notes, notes from Leadership Team, Data from Performance Matters, Star Early Literacy, Star

**G1.B1.S2** Provide professional learning to teachers with a focus on expanding vocabulary, teaching comprehension, conducting lab assignments, and administering assessments. 4

 S272078

**Strategy Rationale**

Professional learning opportunities focused on areas identified through student performance data.

**Action Step 1** 5

Utilize student performance data to determine and schedule professional learning opportunities.

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 9/4/2017 to 5/11/2018

**Evidence of Completion**

ePDC records, Sign-in sheets, Agenda

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

Conduct classroom walk throughs

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 9/4/2017 to 5/11/2018

***Evidence of Completion***

Informal summaries, coaching notes

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

Conduct classroom walk throughs

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 8/14/2017 to 5/11/2018

***Evidence of Completion***

Informal reviews, coaching logs



**G1.B1.S3** Collaborate with district prekindergarten department and local day cares to align instruction with standards in order to improve kindergarten readiness. 4

S272120

### Strategy Rationale

Addressing deficiencies that are identified early will improve students' readiness for kindergarten and lead to improve performance on state assessments in grade 3.

### Action Step 1 5

Prekindergarten director will participate in district curriculum and instruction department to align services

#### Person Responsible

Ronald Peterson

#### Schedule

Weekly, from 9/29/2017 to 5/25/2018

#### Evidence of Completion

Sign-in sheets, agenda

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Attendance will be maintained

#### Person Responsible

Ronald Peterson

#### Schedule

Monthly, from 9/29/2017 to 5/25/2018

#### Evidence of Completion

Sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Increased number of prekindergarten students ready for kindergarten

**Person Responsible**

Latonya Rollinson

**Schedule**

Semiannually, from 9/29/2017 to 5/31/2018

**Evidence of Completion**

Star Early Literacy Data, PreK Assessment Data

**G2.** By the end of the 2017-2018 school year, there will be a 10 percent reduction in the number of chronically absent staff and students. Chronically absent is defined as those individuals who are absent 10% or more of a school year. 1

G091777

**G2.B1** Parents or caregivers not understanding the importance of attendance in school. 2

B245612

**G2.B1.S1** The Title I Parent Meetings shows the importance of parental involvement. It encourages parents to become active in the school's parent group. 4

S258891

**Strategy Rationale**

Parents can set goals with their children and foster achievement of those goals.

**Action Step 1 5**

Create a calendar of activities and events that will engage parents and families.

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 9/19/2017 to 5/11/2018

**Evidence of Completion**

School calendar with events proposed

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

There will be monthly parent meetings for parents of all 3rd grade students.

**Person Responsible**

Ronald Peterson

**Schedule**

Weekly, from 10/9/2018 to 10/9/2018

**Evidence of Completion**

meeting agenda, meeting sign-in sheets, notes/summaries

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

Daily classroom walkthroughs, review of attendance data

**Person Responsible**

Carla Wells

**Schedule**

Weekly, from 8/21/2017 to 8/21/2017

**Evidence of Completion**

Improved attendance of staff and students

**G2.B2 Parental stress.** 2

B245613

**G2.B2.S1 A Parent Liaison serves as the voice for the parents.** 4

S258892

**Strategy Rationale**

Recognizes the needs of our children on campus and are better equip to explain these needs to our parents.

**Action Step 1** 5

The school will hold a meeting for parents of participating children to provide a chance to get to know the parents, give parents information on the Title I program and provide suggestions on ways parents can be involved in the school.

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 9/19/2017 to 5/11/2018

**Evidence of Completion**

sign-in sheets, agenda, Parent Student Teacher Compact, Climate Surveys

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Favorable increase in the the number of parents responding positively on climate surveys.

**Person Responsible**

Carla Wells

**Schedule**

On 5/31/2018

**Evidence of Completion**

Teacher logs on parent contacts

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Administer surveys at the end of each parent/family event to assess whether the activity met the needs of the attendees.

**Person Responsible**

Carla Wells

**Schedule**

Monthly, from 8/21/2017 to 5/31/2018


***Evidence of Completion***

Increase in the number of parents responding favorably to the climate surveys.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B1.S1.MA1 M360306	Daily classroom walkthroughs, review of attendance data	Wells, Carla	8/21/2017	Improved attendance of staff and students	8/21/2017 weekly
G1.B1.S1.A2 A364972	Provide standards-based instruction in all core subjects	Peterson, Ronald	8/14/2017	Lesson plans	5/11/2018 daily
G1.B1.S2.A1 A364974	Utilize student performance data to determine and schedule professional learning opportunities.	Wells, Carla	9/4/2017	ePDC records, Sign-in sheets, Agenda	5/11/2018 monthly
G1.B1.S2.MA1 M390753	Conduct classroom walk throughs	Wells, Carla	9/4/2017	Informal summaries, coaching notes	5/11/2018 monthly
G1.B1.S1.A1 A340498	The use of an ELA Framework that outlines and provides a common learning experience across all...	Peterson, Ronald	8/14/2017	Pacing Guide, Focus Calendar, Assessments,	5/11/2018 weekly
G2.MA1 M360310	Collect and analyze attendance data of all chronically absent students.	Peterson, Ronald	8/14/2017	Increased number of students eligible for perfect attendance awards, decreased number of students with attendance indicator on the EWS	5/11/2018 weekly
G1.B1.S1.A3 A364973	Provide professional learning to teachers with a focus on expanding vocabulary, teaching...	Peterson, Ronald	8/14/2017	ePDC records, Sign-in sheets, Agenda	5/11/2018 monthly
G1.MA1 M360305	Walk through observations and Unify Data Management will be used to decide if progress toward the...	Rollinson, Latonya	9/25/2017	Improved student performance in reading and math as determined by Star Early Literacy, Star and i-Ready data.	5/11/2018 monthly
G1.B1.S2.MA1 M390754	Conduct classroom walk throughs	Wells, Carla	8/14/2017	Informal reviews, coaching logs	5/11/2018 monthly
G2.B2.S1.A1 A340500	The school will hold a meeting for parents of participating children to provide a chance to get to...	Wells, Carla	9/19/2017	sign-in sheets, agenda, Parent Student Teacher Compact, Climate Surveys	5/11/2018 monthly
G2.B1.S1.A1 A340499	Create a calendar of activities and events that will engage parents and families.	Wells, Carla	9/19/2017	School calendar with events proposed	5/11/2018 monthly
G1.B1.S1.MA1 M360303	Data to be collected will be scores and item analysis from Performance Matters, i-Ready, Star and...	Peterson, Ronald	8/14/2017	Observation notes, notes from Leadership Team, Data from Performance Matters, Star Early Literacy, Star	5/12/2018 monthly
G1.B1.S3.MA1 M390755	Attendance will be maintained	Peterson, Ronald	9/29/2017	Sign-in sheets	5/25/2018 monthly
G1.B1.S3.A1 A364975	Prekindergarten director will participate in district curriculum and instruction department to...	Peterson, Ronald	9/29/2017	Sign-in sheets, agenda	5/25/2018 weekly
G1.B1.S1.MA1 M360304	The core curricular areas of ELA, Math and Science will be taught according to the Frameworks and...	Peterson, Ronald	8/14/2017	Observations, Grade Group Meeting Minutes, Data from Assessments	5/31/2018 monthly
G2.B2.S1.MA1 M379825	Favorable increase in the the number of parents responding positively on climate surveys.	Wells, Carla	8/14/2017	Teacher logs on parent contacts	5/31/2018 one-time
G2.B2.S1.MA1 M360308	Administer surveys at the end of each parent/family event to assess whether the activity met the...	Wells, Carla	8/21/2017	Increase in the number of parents responding favorably to the climate surveys.	5/31/2018 monthly
G1.B1.S3.MA1 M390756	Increased number of prekindergarten students ready for kindergarten	Rollinson, Latonya	9/29/2017	Star Early Literacy Data, PreK Assessment Data	5/31/2018 semiannually

**Gadsden - 0041 - George W. Munroe Elem. School - 2017-18 SIP**  
*George W. Munroe Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M360307	There will be monthly parent meetings for parents of all 3rd grade students.	Peterson, Ronald	10/9/2018	meeting agenda, meeting sign-in sheets, notes/summaries	10/9/2018 weekly

## V. Professional Development Opportunities

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

**G1.** By the end of the 2017-2018 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA.

**G1.B1** Limited differentiated lessons to address multiple learning styles and student performance.

**G1.B1.S1** Implement small group instruction across grade levels.

### PD Opportunity 1

The use of an ELA Framework that outlines and provides a common learning experience across all grade levels. It outlines student expectations aligned to the Florida Standards Assessment.

#### Facilitator

Administrators

#### Participants

All Teachers

#### Schedule

Weekly, from 8/14/2017 to 5/11/2018

### PD Opportunity 2

Provide standards-based instruction in all core subjects

#### Facilitator

Dr. Ida Walker, Mrs. Sarah Knight, Mr. Abria Harris

#### Participants

Classroom teachers

#### Schedule

Daily, from 8/14/2017 to 5/11/2018



### PD Opportunity 3

Provide professional learning to teachers with a focus on expanding vocabulary, teaching comprehension, conducting lab assignments, and administering assessments.

#### Facilitator

Dr. Ida Walker, Mrs. Sarah Knight, Mr. Abria Harris

#### Participants

Classroom teachers

#### Schedule

Monthly, from 8/14/2017 to 5/11/2018

**G1.B1.S2** Provide professional learning to teachers with a focus on expanding vocabulary, teaching comprehension, conducting lab assignments, and administering assessments.

### PD Opportunity 1

Utilize student performance data to determine and schedule professional learning opportunities.

#### Facilitator

Dr. Ida Walker

#### Participants

Classroom teachers

#### Schedule

Monthly, from 9/4/2017 to 5/11/2018

## VI. Technical Assistance Items

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

**G1.** By the end of the 2017-2018 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA.

**G1.B1** Limited differentiated lessons to address multiple learning styles and student performance.

**G1.B1.S3** Collaborate with district prekindergarten department and local day cares to align instruction with standards in order to improve kindergarten readiness.

### TA Opportunity 1

Prekindergarten director will participate in district curriculum and instruction department to align services

#### Facilitator

Ms. Tammy McGriff Farlin

#### Participants

School administrators, Instructional specialists

#### Schedule

Weekly, from 9/29/2017 to 5/25/2018

## VII. Budget

1	G1.B1.S1.A1	The use of an ELA Framework that outlines and provides a common learning experience across all grade levels. It outlines student expectations aligned to the Florida Standards Assessment.				\$275,401.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0041 - George W. Munroe Elem. School	Title, I Part A	1.0	□44,000.00
			<i>Notes: Salary for the Instructional Specialist for mathematics (.80)</i>			
	5100	200-Employee Benefits	0041 - George W. Munroe Elem. School	Title, I Part A		□11,000.00
			<i>Notes: Benefits</i>			
	5100	510-Supplies	0041 - George W. Munroe Elem. School	UniSIG		□15,000.00
			<i>Notes: Materials and supplies necessary to provide instruction in core curricular areas.</i>			
	5500	360-Rentals	0041 - George W. Munroe Elem. School	UniSIG		□35,000.00
			<i>Notes: Instructional software for classroom use (diagnostics and interventions)</i>			

**Gadsden - 0041 - George W. Munroe Elem. School - 2017-18 SIP**  
*George W. Munroe Elementary School*

	5500	510-Supplies	0041 - George W. Munroe Elem. School	UniSIG		☐55,401.00
			<i>Notes: Supplies and resources for early learning including manipulatives, book bags,</i>			
	6100	130-Other Certified Instructional Personnel	0041 - George W. Munroe Elem. School	UniSIG		☐45,000.00
			<i>Notes: Early learning interventionist to provide strategic support and interventions including addressing early warning indicators</i>			
	6100	200-Employee Benefits	0041 - George W. Munroe Elem. School	UniSIG		☐15,000.00
			<i>Notes: Benefits for Early Learning Interventionist</i>			
	5500	641-Furniture, Fixtures and Equipment Capitalized	0041 - George W. Munroe Elem. School	UniSIG		☐5,000.00
			<i>Notes: Capitalized furniture for charging carts for laptops and digital devices being used for classroom instruction</i>			
	5500	644-Computer Hardware Non-Capitalized	0041 - George W. Munroe Elem. School	UniSIG		☐50,000.00
			<i>Notes: Computer hardware and digital devices to improve technology access for instructional purposes, including Nooks, iPads and laptop computers</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Provide standards-based instruction in all core subjects</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Provide professional learning to teachers with a focus on expanding vocabulary, teaching comprehension, conducting lab assignments, and administering assessments.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S2.A1</b>	<b>Utilize student performance data to determine and schedule professional learning opportunities.</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S3.A1</b>	<b>Prekindergarten director will participate in district curriculum and instruction department to align services</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A1</b>	<b>Create a calendar of activities and events that will engage parents and families.</b>				<b>\$2,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0041 - George W. Munroe Elem. School	Title, I Part A		☐2,600.00
			<i>Notes: Materials and supplies for parent and family engagement activities</i>			
<b>7</b>	<b>G2.B2.S1.A1</b>	<b>The school will hold a meeting for parents of participating children to provide a chance to get to know the parents, give parents information on the Title I program and provide suggestions on ways parents can be involved in the school.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$278,001.00</b>

Gadsden County Schools

# Greensboro Elementary School



## 2017-18 School Improvement Plan

## Greensboro Elementary School

559 GREENSBORO HWY, Quincy, FL 32351

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-3	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

*\*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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Greensboro Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A



## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of the Greensboro Elementary School, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

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

Our vision at Greensboro Elementary, is to provide students with opportunities to learn valuable skills in Reading , Writing, Math, and Science from caring and supportive teachers and staff.

#### 2. School Environment

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

Greensboro Elementary teachers and staff are culturally aware of the students and their community. Administration ensures that all new teachers are acclimated to the community by taking teachers on tours of the community. Parent E□POS and Parent involvement nights also give teachers an opportunity to interact with parents/guardians in an effort to build by in from parents.

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

Greensboro Elementary teachers take an active role in securing the safety of its students. All students are instructed to inform adults about any situation they need help with. Furthermore, they are instructed to report any situation the teacher does not address to the Principal, Assistant Principal, or Guidance Counselor. The guidance counselor works with individual students and small groups of students on conflict resolution strategies. Teachers and parents are encouraged to communicate frequently so the students progress academically and socially can be discussed.

##### 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

The school wide behavioral system or PBS is a positive reinforcement system that rewards good behavior and outlines the behaviors that are expected from the students on a daily basis. Bulldog bucks are used to track students behavior a compliance to expected behaviors. There are dates on the calendar that are set aside so students earning Bulldog Bucks have an opportunity to spend on different activities or items.

##### 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

The school's Student Study Team is responsible for monitoring students needs as reported by teachers, The team meets weekly when teachers have any concerns about academics or behavior that may influence a child's well being.

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's procedure for tracking attendance is initiated with the classroom teachers. They take attendance daily and make parental contact with any student missing more than 3 consecutive days in a row or 6 days during the 9 week period. If the problem continues the student is referred to the guidance counselor that sends a certified letter to the parent outlining the rights and responsibilities of the parent in regard to school attendance. Suspensions are minimal but are monitored by guidance and administration. Any student with more than one suspension is subject to a student study team meeting to discuss behavior plans and management strategies for home and school. Course data and state assessment data are monitored and used to identify students that may be at risk.

**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	15	18	6	6	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22

**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	8	0	0	0	0	0	0	0	0	8

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

We try and target students at risk by enrolling them in the after school program. We give incentive rewards to students with good attendance. The PBS helps reward students for positive behaviors and encourage students to become better students socially and academically.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

The school will continue to utilize Parent Expo's, School Advisory Council and PTA meetings to communicate the expectations and engage parents in our efforts. Parent conference will also be a venue to share students' process and inform parents on ways to improve student performance. Meetings will be held at times that are convenient for parents.

**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**

The school district is working to build partnerships that will support community engagement. Local restaurants have agreed to support the superintendent's efforts to facilitate school attendance by offering discounts and other incentives to students who maintain perfect attendance each grading period. The retired teachers' association has also agreed to support school efforts.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Akins, Ola	Assistant Principal
Pitts, Stephen	Principal
Weeks, Dawn	Instructional Media
Joseph, Sandra	Teacher, K-12
Bates-Jackson, Erica	Teacher, K-12
Castenada, Gloria	Teacher, K-12
Murphy, Sallie	Teacher, K-12

**b. Duties**

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

**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 effectiveness of core intervention is assessed by analyzing student performance on measures such as I-Ready and District assessments as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, I-Ready Diagnostics, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which support and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

#### Title I, Part A

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), and free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

#### Title I, Part C- Migrant

##### Title I, Part D

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

##### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

##### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

##### Title IV- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

##### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school support for Level 1 readers

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Greensboro Methodist Church	Business/Community
Gloria Castenada	Teacher
Sycamore Methodist Church	Business/Community
Stephen Pitts	Principal
Latina Pride-Gadeo	Parent
Maria Flores	Parent
Rosalia Ortiz	Parent
Martha Trejo	Parent
Leslie Childress	Parent
Dawn Weeks	Education Support Employee
Pine Bloom Primitive Baptist Church	Business/Community
Sherinika Wilson	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC met and discussed the school performance from the previous year in relation to the goals that were created. We looked at what goals needed to be addressed for the current year and came up with strategies to best help us meet those goals.

*b. Development of this school improvement plan*

The SAC met at the beginning of the school year to discuss the school's previous year's performance and recommendations to foster student achievement. The plan is presented to the SAC to approve after revising with their input.

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

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

School improvement funds when available are dispersed under the guidance of the School Advisory Council. When ever a need arises, a proposal is presented to the SAC for their approval. Also, when School recognition money is available the SAC helps develop a plan for teacher and staff bonuses.

**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
Akins, Ola	Assistant Principal
Clark, Debra	
Murphy, Sallie	Teacher, K-12
Taylor, Jeanne	Teacher, ESE
Weeks, Dawn	Instructional Media
Castenada, Gloria	Teacher, K-12
Kauffman, Megan	Teacher, K-12

#### b. Duties

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

The team will work to effectively use the results of the I-Ready Diagnostic test to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work to significantly increase the complexity of our reading instruction and student tasks to better align with Florida Standards. The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. The Read N Quiz program was selected to by the LLT team to give students more eye to print opportunities and devise a rewards program for participation. Professional development needs will also be discussed, planned and implemented through the input of the team. Some modeling and PD opportunities will be provided by the LLT. Community involvement activities will be planned to bridge the gap between home and school literacy. GES participated in the Read for the Record during Literacy Week to boost student independent reading.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Common planning times are established to ensure that all teachers have adequate time to plan with colleagues and participate in lesson study.

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

1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is not limited to the following:

1) Securing highly knowledgeable subject area trainers and mentors;

2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC),



and the Department of Education Teacher Recruitment and Retention Office;

The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain highly qualified personnel; and

3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.

4) In addition to district efforts to recruit teachers, the school has fostered a relationship with FSU's and FAMU's college of education. This relationship gives their students opportunities to interact on our campus and become familiar with faculty and administration.

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

New teachers are paired with highly effective veteran teachers to guide them through their first year of teaching. The mentoring teacher is responsible for answering questions and providing opportunities for the new teacher to grow. Shadowing and modeling opportunities are provided so the new teacher has a frame of reference when setting up his/her classroom and behavior plan.

## **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***

All instructional programs go through a review process at the school level. Teachers are selected to review different programs and meet in their respective grade groups to discuss how each program addresses the standards and the overall needs of the school. Representatives from the school are then sent to the district adoption meeting, where they will give the schools selection to the and insight to the district committee.

#### **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***

Standardized Test Data is reviewed at the beginning of each year so teachers are aware of students that need intervention. Small group and center activities are used to allow teachers an opportunity to do teacher led groups with students. Data from I-Ready is used to determine student needs and provide the appropriate intervention material.

##### ***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: 36,720**

The 21st Century After School program is offered to 1st - 5th grade students. Preference is given to students that scored a level 1 or 2 on FCAT 2.0 Math or Reading.

**Strategy Rationale**

Through the use of PBLs students will use math and reading skills to complete thematic projects.

**Strategy Purpose(s)**

- Enrichment

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

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready CAI is used daily for students that attend the after school program. This system allows us to take a look at time on task, grade level equivalence, and percentage correct.

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Increase Reading instruction for an additional hour daily.

**Strategy Rationale**

Increased time on task and eye to print should improve reading skills.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready will be used to progress monitor and determine growth for all students.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

There is currently 1 Pre-K class on campus funded by Title I and VPK. Pre-K parents will be invited to a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum, and discipline. They



will meet the principal and special area teachers, as well. During the last week of school the Pre-K class will be divided among the three kindergarten classes and they will attend lunch, and special area classes with kindergarten. Informational materials pertaining to this transition from the district's Pre-K office will be shared with parents. The success of these efforts will be monitored by evaluating students during the early weeks of school. The school in conjunction with West Gadsden High School provides rising sixth grades a day to visit the High School and meet the administration and staff. It also gives them an opportunity to fill out registration papers.

## **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**

NA

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

NA

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

NA

**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**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### **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.

### **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.

**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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%.
  
- G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%.

## 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.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%. 1a

G092094

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	41.0

**Targeted Barriers to Achieving the Goal** 3

- Time Constraints

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- GO Math
- Acaletics
- i-Ready

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

I-Ready Diagnostics, Acaletics testing and FSA results..

**Person Responsible**

Stephen Pitts

**Schedule**

On 5/18/2018

**Evidence of Completion**

Increased number of students scoring at or above Level 3 on FSA Mathematics

**G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%. 1a

G092095

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	21.0

**Targeted Barriers to Achieving the Goal** 3

- Core Reading program being taught without fidelity.
- Insufficient amount of time spent actively engaged with text on a daily basis.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Journeys Core Reading Program
- i-Ready
- Journeys Intervention Program for tier 2 students.
- Florida Ready Workbooks aligned with FL Standards
- Accelerated Reader

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

Progress monitoring

**Person Responsible**

Stephen Pitts

**Schedule**

Monthly, from 9/11/2017 to 5/14/2018

**Evidence of Completion**

Accelerated Reader Reports

## 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.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%. **1**

 G092094

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

 B246646

**G1.B1.S1** Teachers will utilize small group instruction/centers to address the individual needs of students. After school will be prioritized for struggling students. **4**

 S260101

### Strategy Rationale

By creating instructional groups, teachers will be able to differentiate instruction and increase the amount of time available to assist students.

### Action Step 1 **5**

Establish instructional groups using i-Ready diagnostic data.

#### Person Responsible

Ola Akins

#### Schedule

On 5/25/2018

#### Evidence of Completion

Lesson plans reflecting the instructional groups

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

Administrators will review lesson plans and conduct walk throughs

**Person Responsible**

Stephen Pitts

**Schedule**

Monthly, from 9/25/2017 to 5/25/2018

***Evidence of Completion***

Summary of walk throughs

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

Review progress monitoring data

**Person Responsible**

□ola Akins

**Schedule**

On 5/31/2018

***Evidence of Completion***

Improved student performance in i-Ready and Acaletics

**G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%. 1

G092095

**G2.B1** Core Reading program being taught without fidelity. 2

B246648

**G2.B1.S1** Reading Coach will assist teachers with Journeys implementation. 4

S259981

### Strategy Rationale

#### Action Step 1 5

Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys Reading Program

#### Person Responsible

□ola Akins

#### Schedule

Weekly, from 9/11/2017 to 5/14/2018

#### Evidence of Completion

Reading Coach will observe instruction, plan with teachers , model for teachers, and debrief with administration.

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

Planning schedules for teachers will be set to meet with ETO and administration.

#### Person Responsible

#### Schedule

Quarterly, from 9/1/2016 to 5/26/2017

#### Evidence of Completion



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

Administrators will participate in the planning between grade group levels and ETO.

**Person Responsible**

Stephen Pitts

**Schedule**

On 5/26/2017

**Evidence of Completion**

Walk-throughs and observations

**G2.B3** Insufficient amount of time spent actively engaged with text on a daily basis. 2

B246650

**G2.B3.S1** Students will be participate in the Accelerated Reader Program to increase the amount of time they spend actively engaged in eye to print reading. 4

S259982

**Strategy Rationale**

**Action Step 1** 5

Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.

**Person Responsible**

Dawn Weeks

**Schedule**

Monthly, from 9/11/2017 to 5/14/2018

**Evidence of Completion**

Accelerated Reader Reports

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

Reports will be turned in monthly to administration.

**Person Responsible**

Dawn Weeks

**Schedule**

Biweekly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Read N Quiz reports will be monitored bi-weekly.

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

Check to see if student Lexile level is increasing.

**Person Responsible**

Stephen Pitts

**Schedule**

Monthly, from 10/25/2017 to 5/1/2018

***Evidence of Completion***

S259983

### Strategy Rationale

Additional hour mandated for lowest 300 schools.

### Action Step 1 5

All students will participate in an additional hour of Reading instruction daily.

#### Person Responsible

Ola Akins

#### Schedule

On 5/14/2018

#### Evidence of Completion

FL Ready Pre and Post Test

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B3.S1.MA1 M362611	Reports will be turned in monthly to administration.	Weeks, Dawn	8/17/2015	Read N Quiz reports will be monitored bi-weekly.	5/20/2016 biweekly
G2.B1.S1.MA1 M362608	Administrators will participate in the planning between grade group levels and ETO.	Pitts, Stephen	9/2/2016	Walk-throughs and observations	5/26/2017 one-time
G2.B1.S1.MA1 M362609	Planning schedules for teachers will be set to meet with ETO and administration.		9/1/2016		5/26/2017 quarterly
G2.B3.S1.MA1 M362610	Check to see if student Lexile level is increasing.	Pitts, Stephen	10/25/2017		5/1/2018 monthly
G2.MA1 M362612	Progress monitoring	Pitts, Stephen	9/11/2017	Accelerated Reader Reports	5/14/2018 monthly
G2.B1.S1.A1 A342131	Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys...	Akins, Ola	9/11/2017	Reading Coach will observe instruction, plan with teachers, model for teachers, and debrief with administration.	5/14/2018 weekly
G2.B3.S1.A1 A342132	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.	Weeks, Dawn	9/11/2017	Accelerated Reader Reports	5/14/2018 monthly
G2.B3.S2.A1 A342133	All students will participate in an additional hour of Reading instruction daily.	Akins, Ola	9/11/2017	FL Ready Pre and Post Test	5/14/2018 one-time
G1.MA1 M362607	I-Ready Diagnostics, Acaletics testing and FSA results..	Pitts, Stephen	9/29/2017	Increased number of students scoring at or above Level 3 on FSA Mathematics	5/18/2018 one-time
G1.B1.S1.MA1 M382332	Administrators will review lesson plans and conduct walk throughs	Pitts, Stephen	9/25/2017	Summary of walk throughs	5/25/2018 monthly
G1.B1.S1.A1 A357880	Establish instructional groups using i-Ready diagnostic data.	Akins, Ola	9/4/2017	Lesson plans reflecting the instructional groups	5/25/2018 one-time
G1.B1.S1.MA1 M382333	Review progress monitoring data	Akins, Ola	9/29/2017	Improved student performance in i-Ready and Acaletics	5/31/2018 one-time

## V. Professional Development Opportunities

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

**G1.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%.

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

**G1.B1.S1** Teachers will utilize small group instruction/centers to address the individual needs of students. After school will be prioritized for struggling students.

#### **PD Opportunity 1**

Establish instructional groups using i-Ready diagnostic data.

##### **Facilitator**

Dr. Ida Walker

##### **Participants**

All classroom teachers

##### **Schedule**

On 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Establish instructional groups using i-Ready diagnostic data.				\$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	200-Employee Benefits	0141 - Greensboro Elementary School			☐2,500.00
			<i>Notes: Benefits for instructional specialist for mathematics</i>			
	6300	160-Other Support Personnel	0141 - Greensboro Elementary School	Title, I Part A		☐15,000.00
			<i>Notes: Instructional specialist for mathematics</i>			
2	G2.B1.S1.A1	Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys Reading Program				\$30,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	160-Other Support Personnel	0141 - Greensboro Elementary School	Title, I Part A	0.2	☐25,000.00
			<i>Notes: Salaries for instructional specialist for reading</i>			
	6300	200-Employee Benefits	0141 - Greensboro Elementary School	Title, I Part A		☐5,600.00
			<i>Notes: Benefits for instructional specialist for reading</i>			
3	G2.B3.S1.A1	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.				\$3,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Greensboro Elementary School	Title I, Part A		☐3,300.00
4	G2.B3.S2.A1	All students will participate in an additional hour of Reading instruction daily.				\$72,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0141 - Greensboro Elementary School			☐72,000.00
<b>Total:</b>						<b>\$123,400.00</b>

Gadsden County Schools

# Stewart Street Elementary School



2017-18 School Improvement Plan

## Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	A

*\*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 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>.



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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Stewart Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Stewart Street Elementary School's mission is to provide all students with opportunities for quality learning and the necessary support to ensure academic acceleration, consistent demonstration of appropriate social behavior, and continuous personal improvement. Excellence and a desire to learn will become a way of life.

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

Stewart Street Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical thinking skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening, and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

#### 2. School Environment

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

Stewart Street Elementary School (SSES) has built a culture of respect for students we serve. School staff is provided insight of students' cultural needs as assessed by the school climate and language surveys. We take a personal interest in the well-being of our students and their families. The school has an open door policy and welcomes parents to visit our campus. Positive relationships are established as we make every effort to communicate regularly. Parent Expos, PTA/SAC meetings, and school-wide assemblies are held to keep families abreast of the new Florida Standards and students' academic progress.

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

SSES has the following procedures in place to ensure that students feel safe and respected before, during, and after school:

- School staff meets students as they arrive in the morning and leave in the afternoon.
- School staff monitors the hallway, cafeteria, and corridors as students move about on campus.
- Visitors are screened using the Raptor system.
- Monthly emergencies drills are performed.
- Guidance counselor conducts character education classes and host assemblies to discourage bullying.

In addition to the aforementioned procedures, the school's security gate helps us to keep intruders off campus.

##### 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

Stewart Street Elementary adheres to the District's Student Code of Conduct to reduce disruptions during instructional time. Additionally, each teacher has in place behavioral management systems which clearly convey expected conduct for students to display.

**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**

The guidance counselor is available to all students if counseling services are needed. Also, we have additional help from outside resources such as social workers, psychologists, and counselors that are capable of providing one- on-one counseling if considered necessary. Teachers, staff, and volunteers serve as mentors on a daily basis.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Stewart Street Elementary School early warning system indicators are attendance of students below ninety percent and students who have received one or more out of school suspensions.

**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	24	11	17	8	11	10	0	0	0	0	0	0	0	81
One or more suspensions	0	2	5	5	5	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	6	11	16	9	18	13	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	69	68	45	0	0	0	0	0	0	0	182

**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	4	3	12	9	5	0	0	0	0	0	0	0	33

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

Stewart Street Elementary School implements several intervention strategies to improve the academic performance of students identified by the early warning system. Students scoring level 1 and/or have failing grades in ELA or Math will receive Tier 3 instruction, an additional 30 minutes of explicit intervention in addition to the 90 minute block of reading. All students for the 2017-2018 school term will receive an additional hour of reading intervention; this is in addition to the 90 minute block of reading. Also, students will receive daily on -line iReady instruction in the lab and small group differentiated instruction in the classroom based on the student's areas of deficiency.

All classroom teachers will receive professional development in the six components of reading, assessment and instructional practices, phonemic awareness, phonics/words analysis, fluency,

vocabulary, comprehension, assessment and instructional practices.

In regards to students attendance, parents receive phone calls by the teachers to support early absentee warnings, followed by parent conferences if needed. Parents also are sent written documentation via certified mail explaining district school attendance policies. In addition, the district social worker provides assistance in making contact with parents to deter excessive absentees of students.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP 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

The school works closely with faith-based partners, community organizations, businesses, and Gadsden County Schools Parent Services office to secure resources that are utilized to support the school and student achievement. Volunteers, Mentors, and Classroom Grandparents support academics, extra-curricular activities, and school-wide programs.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Robert	Guidance Counselor
Germany, Christopher	Assistant Principal
Toussaint, Karen	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Youmans, Mildred	Instructional Media
Harris, Clurie	Assistant Principal
Dudley, Karema	Teacher, K-12
Anderson, Jennifer	Teacher, K-12
Gordon, Shakilla	Teacher, K-12
Sailor, Barbara	Teacher, K-12
Murray-McMillan, Shannon	Teacher, K-12
Thompson, Tiffany	Teacher, K-12
Dickeys, Shelia	Teacher, K-12

## b. Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

### **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 effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, iReady and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of



the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Stewart Street Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Stewart Street coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Stewart Street coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title □ Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Stewart Street Elementary has a strong safety program that includes Raptor identification at the front



desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Stewart Street participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lisa Robinson	Principal
Shonda Pruitt	Teacher
Michelle Hogue	Parent
Kimi Green	Teacher
Shakilla Gordon	Teacher
Mimi Robinson	Parent
Samantha Starks-Harrison	Parent
Mechelle Robinson	Parent
Cathy Robinson	Parent
Shamerice Daniels	Parent
Jose Lopez	Parent
Francisco Hernandez	Business/Community
Jennifer Anderson	Teacher
Mary Jackson	Business/Community
Polly Love	Education Support Employee
	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

During our initial School Advisory Council meeting key stakeholders of the school reviewed last year's school improvement plan, discussed its effectiveness, and made informed decisions of strategies to implement to alleviate challenges that may arise.

*b. Development of this school improvement plan*

The SAC assists in the preparation of the annual budget and in the development and evaluation of the school improvement plan. Quarterly meetings are held so that members are able to monitor the SIP and provide input during the decision making process.

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

The School Advisory Council will meet to develop and disseminate funds for students' needs, professional development, and school incentives.

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

The SAC has allocated \$18,000 to fund the after school program that will serve students in the 3rd through 5th grades. The allocated amount will be used to pay stipends for eight instructional positions.

**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
Robinson, Ms. Lisa	Principal
Harris, Clurie	Assistant Principal
Youmans, Mildred	Instructional Media
Pruitt, Shonda	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12
Harris, Robert	Guidance Counselor
Anderson, Jennifer	Teacher, K-12
Bell-Key, Twanda	Teacher, K-12
Dudley, Karema	Teacher, K-12
Thompson, Tiffany	
Calhoun, LaDarius	Teacher, K-12
Sailor, Barbara	Teacher, K-12

## b. Duties

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

The major initiatives of the LLT this year are to implement ELA instruction in accordance with the new Florida standards and engage in ongoing literacy professional development. The school also participates in district literacy initiatives.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Stewart Street Elementary supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats in grade group meetings, and supporting the needs of beginning teachers through peer mentoring.

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

Stewart Street Elementary school in cooperation with the district collectively and individually utilizes the following strategies to recruit and retain highly qualified teachers.

1. Participates in district recruitment fairs
2. Utilizes the various media to recruit highly qualified teachers
3. Provide on site training for teachers to assist in them becoming more proficient and effective.
4. Encourage teachers to utilize the district reimbursement system to assist in becoming highly qualified.
5. Assist teachers in becoming reading/ESE and ESOL endorsed,

6. Encourage teachers participation in paid summer training to increase skills and knowledge base as well as increase income.
7. Work closely with teacher's bargaining unit to identify ways to offer differentiated and performance pay.
8. Provide incentives for HQ teachers to serve as mentors for new teachers.

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

Highly effective teachers are paired with novice teachers to assist them with research based practices to implement instructional delivery methods, classroom management, and transitioning in the process to promote students' academic achievement. All novice teachers are required to participate in the district beginning teacher program. Professional development is provided on a continuous basis.

## **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**

Stewart Street Elementary uses district adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida 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**

Stewart Street Elementary use a data driven approach coupled with methods of differentiated instruction in order to meet the diverse learning needs of all students. Diagnostic assessments are given in core subjects and data from these assessments are utilized to drive instructional focus on skills that must be achieved for mastery of Florida standards. Ongoing progress monitoring is used, data is assessed in weekly data chat meetings and informed decisions are made on how to best implement effective research based practices to ensure academic growth. To ensure that no child is left behind we support students as individual learners by using MTSS and RTI process.

##### **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:** 2,400

Stewart Street Elementary Extended Learning Day Tutorial Program is to provide students in grades 1- 5 with resources from The 21st Century after school program that will promote the development of skills essential to matriculating through school.

**Strategy Rationale**

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Robinson, Ms. Lisa, robinsonl@gcpsmail.com

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

District wide progress monitoring assessments will be used to assess effectiveness. After school staff will meet periodically to analyze data, and make informed instructional decisions.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Stewart Street Elementary has a Pre-K program which is geared toward assisting young children in making a successful transition from home or other child care programs, as well as from one grade level to the next. Children are provided age-appropriate activities and experiences that promote social and academic growth, which are essential to their overall development.

The Pre-K coordinator, principal, teachers, staff, and parents meet regularly to discuss provisions for activities and services to address the needs of the children and facilitate learning. A Pre-K Parent Orientation Day is scheduled during August to plan activities for children and their families and disseminate information concerning the program.

Pre-K teachers make home visits to meet with families as part of the transition process. In addition, parents are invited to visit their child's classroom in order to keep abreast of their progress. Pre-K Headstart resource teachers administer regular assessments to children for the purpose of collecting baseline data and monitoring developmental skills. Vertical articulation between pre-kindergarten and kindergarten teachers ensures a continuum of core knowledge standards.

**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**

n/a

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

n/a

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

n/a

**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**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.

### 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.

### 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.** For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA.
- G2.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.
- G3.** Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2018 is to increase the proficiency rate 20%.

## 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.** For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA. **1a**

G092509

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Students entering grade levels multiple years below reading levels.
- Students have a wide variety of skill levels in a classroom

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- Paraprofessionals assigned to self-contained ESE classes
- All students receive intervention on iReady in the computer labs.
- Professional learning communities provide on-site on-going professional development to all teachers

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

Reports from iReady, Accelerated Reader, district assessments and core reading assessments will be collected and reviewed throughout the year to determine students progress.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Weekly, from 8/31/2017 to 5/31/2018

**Evidence of Completion**

Teachers' data notebooks, lesson plans, grade group meetings and district assessment reports



**G2.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences. 1a

G091532

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Limited Professional Development

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 
- Comprehension Instructional Sequence (CIS) Model
- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- District Assessments
- i-Ready
- CPALMS

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

FCIM, District Assessments, Core Curriculum Assessments, and iReady reports

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Monthly, from 9/5/2017 to 5/30/2018

**Evidence of Completion**

Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.

**G3.** Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2078 is to increase the proficiency rate 20%. 1a

G091533

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	20.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of prior knowledge of Science

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 
- Core Curriculum
- Supplemental resources provided by the Core Curriculum i.e. Untamed Science Videos
- Science Lab Activities

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

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

Clurie Harris

**Schedule**

Quarterly, from 9/5/2017 to 5/30/2018

**Evidence of Completion**

STEM participation and field trip itineraries.

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

District Assessments, Core Curriculum Assessments,

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Monthly, from 9/5/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

## 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.** For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA. **1**

 G092509

**G1.B1** Students entering grade levels multiple years below reading levels. **2**

 B247951

**G1.B1.S1** Teachers will screen for early identification of below grade level students and provide daily interventions to move them to grade level performance. **4**

 S261250

### Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the FSA.

### Action Step 1 **5**

Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.

#### Person Responsible

Ms. Lisa Robinson

#### Schedule

Daily, from 8/31/2017 to 5/31/2018

#### Evidence of Completion

Data notebook, lesson plans, classroom walk throughs, grade group collaboration meetings, district assessments and FSA

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

Classroom Observations

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Daily, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Data notebook, lesson plans, grade group meetings

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

Classroom teachers will receive support in analyzing student performance data

**Person Responsible**

Christopher Germany


**Schedule**

Weekly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Data notebook ,iReady and Accelerated Reader reports, grade group meetings

**G1.B2** Students have a wide variety of skill levels in a classroom **2**

 B247952

**G1.B2.S1** Teachers will review students' data to identify students in need of intensive instruction and provide interventions daily. **4**

 S261268

**Strategy Rationale**

Students need ample opportunities to practice in order to meet the level of proficiency expected on the FSA.

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

Teachers will lead small group activities that meet students' reading deficiencies.

**Person Responsible**

Clurie Harris

**Schedule**

Weekly, from 8/31/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans and data notebooks

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

Lesson plans will be reviewed weekly

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Weekly, from 8/31/2017 to 5/28/2018

**Evidence of Completion**

All lesson plans are filed.

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

Weekly grade group and data meeting will be held

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Weekly, from 8/31/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans and data notebooks

**G2.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences. 1

G091532

**G2.B1** Limited Professional Development 2

B244960

**G2.B1.S1** In addition the use of PAEC, modeling from lead teachers, CPALMS, support from the literacy leadership team, and site visits to other schools for modeling of best practices will assist with limitations caused by this barrier. 4

S258169

**Strategy Rationale**

On-site professional development from teacher peers will allow instructors to have continuous and readily accessible professional development.

**Action Step 1 5**

Ongoing Professional Development Opportunities

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Biweekly, from 9/5/2017 to 5/29/2018

**Evidence of Completion**

Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.

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

Ongoing professional development opportunities.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Biweekly, from 9/5/2017 to 5/30/2018

***Evidence of Completion***

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

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

Ongoing professional development opportunities.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Biweekly, from 9/5/2017 to 5/30/2018

***Evidence of Completion***

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

**G3.** Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2018 is to increase the proficiency rate 20%. 1

G091533

**G3.B1** Lack of prior knowledge of Science 2

B244961

**G3.B1.S1** Increase the time of Science instruction. 4

S258170

### Strategy Rationale

By increasing the science instruction in all grade levels, students will come equipped with the prior knowledge needed to be proficient learners.

### Action Step 1 5

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

#### Person Responsible

Ms. Lisa Robinson

#### Schedule

Daily, from 9/5/2017 to 5/30/2018

#### Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

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

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

#### Person Responsible

Ms. Lisa Robinson

#### Schedule

Daily, from 9/5/2017 to 5/30/2018

#### Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.



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

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

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

***Evidence of Completion***

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

**G3.B1.S2 Educational field trips** 4

S258171

**Strategy Rationale**

Educational field trips allows students' to experience science beyond the classroom, and provides a culminating activity for big ideas.

**Action Step 1** 5

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

**Schedule**

Quarterly, from 9/5/2017 to 5/30/2018

**Evidence of Completion**

STEM participation and field trip itineraries.

**Action Step 2** 5

District Assessments and Core Curriculum Assessments

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Monthly, from 9/5/2017 to 9/5/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

Shonda Pruitt

**Schedule**

Monthly, from 9/5/2017 to 5/30/2018

***Evidence of Completion***

STEM participation and field trip itineraries.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Quarterly, from 9/5/2017 to 5/30/2018


***Evidence of Completion***

STEM participation and field trip itineraries.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S1.MA1 M358781	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 weekly
G3.B1.S2.A2 A339314	District Assessments and Core Curriculum Assessments	Robinson, Ms. Lisa	9/5/2017		9/5/2017 monthly
G1.B2.S1.MA1 M365519	Lesson plans will be reviewed weekly	Robinson, Ms. Lisa	8/31/2017	All lesson plans are filed.	5/28/2018 weekly
G2.B1.S1.A1 A339311	Ongoing Professional Development Opportunities	Robinson, Ms. Lisa	9/5/2017	Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.	5/29/2018 biweekly
G3.B1.S1.MA1 M358782	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 daily
G2.B1.S1.MA1 M358779	Ongoing professional development opportunities.	Robinson, Ms. Lisa	9/5/2017	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/30/2018 biweekly
G3.MA2 M358786	District Assessments, Core Curriculum Assessments,	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 monthly
G2.MA1 M358780	FCIM, District Assessments, Core Curriculum Assessments, and iReady reports	Robinson, Ms. Lisa	9/5/2017	Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.	5/30/2018 monthly
G2.B1.S1.MA1 M358778	Ongoing professional development opportunities.	Robinson, Ms. Lisa	9/5/2017	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/30/2018 biweekly
G3.B1.S1.A1 A339312	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 daily
G3.B1.S2.A1 A339313	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...		9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G3.B1.S2.MA1 M358784	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Pruitt, Shonda	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 monthly
G3.B1.S2.MA1 M358783	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Robinson, Ms. Lisa	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G3.MA1 M358785	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Harris, Clurie	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G1.B1.S1.MA1 M365505	Classroom teachers will receive support in analyzing student performance data	Germany, Christopher	8/31/2017	Data notebook ,iReady and Accelerated Reader reports, grade group meetings	5/31/2018 weekly
G1.B2.S1.A1 A344526	Teachers will lead small group activities that meet students' reading deficiencies.	Harris, Clurie	8/31/2017	Lesson plans and data notebooks	5/31/2018 weekly
G1.B1.S1.A1 A344505	Students performing multiple years below reading levels will receive Tier 3 instruction; an...	Robinson, Ms. Lisa	8/31/2017	Data notebook, lesson plans, classroom walk throughs, grade group collaboration meetings, district assessments and FSA	5/31/2018 daily
G1.B1.S1.MA1 M365503	Classroom Observations	Robinson, Ms. Lisa	8/31/2017	Data notebook, lesson plans, grade group meetings	5/31/2018 daily
G1.B2.S1.MA1 M365522	Weekly grade group and data meeting will be held	Robinson, Ms. Lisa	8/31/2017	Lesson plans and data notebooks	5/31/2018 weekly

**Gadsden - 0201 - Stewart Street Elementary Schl - 2017-18 SIP**  
*Stewart Street Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1  M365509	Reports from iReady, Accelerated Reader, district assessments and core reading assessments will be...	Robinson, Ms. Lisa	8/31/2017	Teachers' data notebooks, lesson plans, grade group meetings and district assessment reports	5/31/2018 weekly

## V. Professional Development Opportunities

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

**G1.** For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA.

**G1.B1** Students entering grade levels multiple years below reading levels.

**G1.B1.S1** Teachers will screen for early identification of below grade level students and provide daily interventions to move them to grade level performance.

### **PD Opportunity 1**

Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.

#### **Facilitator**

District Resource Team

#### **Participants**

All Classroom Teachers

#### **Schedule**

Daily, from 8/31/2017 to 5/31/2018

**G1.B2** Students have a wide variety of skill levels in a classroom

**G1.B2.S1** Teachers will review students' data to identify students in need of intensive instruction and provide interventions daily.

### **PD Opportunity 1**

Teachers will lead small group activities that meet students' reading deficiencies.

#### **Facilitator**

Reading Teacher/ Ms. Anderson

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/31/2017 to 5/31/2018

**G2.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.

**G2.B1** Limited Professional Development

**G2.B1.S1** In addition the use of PAEC, modeling from lead teachers, CPALMS, support from the literacy leadership team, and site visits to other schools for modeling of best practices will assist with limitations caused by this barrier.

**PD Opportunity 1**

Ongoing Professional Development Opportunities

**Facilitator**

Administrators and Lead Teachers

**Participants**

K-5th Classroom Teachers

**Schedule**

Biweekly, from 9/5/2017 to 5/29/2018

**G3.** Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2018 is to increase the proficiency rate 20%.

**G3.B1** Lack of prior knowledge of Science

**G3.B1.S1** Increase the time of Science instruction.

**PD Opportunity 1**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

**Facilitator**

Dr. Ida Walker

**Participants**

K - 5 Classroom Teachers

**Schedule**

Daily, from 9/5/2017 to 5/30/2018

**G3.B1.S2** Educational field trips

**PD Opportunity 1**

District Assessments and Core Curriculum Assessments

**Facilitator**

Dr. Ida Walker

**Participants**

K - 5 Classroom Teachers

**Schedule**

Monthly, from 9/5/2017 to 9/5/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.	\$0.00
2	G1.B2.S1.A1	Teachers will lead small group activities that meet students' reading deficiencies.	\$0.00
3	G2.B1.S1.A1	Ongoing Professional Development Opportunities	\$0.00
4	G3.B1.S1.A1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	\$0.00
5	G3.B1.S2.A1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	\$0.00
6	G3.B1.S2.A2	District Assessments and Core Curriculum Assessments	\$0.00
<b>Total:</b>			<b>\$0.00</b>

Gadsden County Schools

# Havana Magnet School



## 2017-18 School Improvement Plan

## Havana Magnet School

1210 KEMP RD, Havana, FL 32333

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School PK-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	D*	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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Havana Magnet School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Havana Magnet School is to deliver integrated curricula rich in communication and creativity from master teachers who seek continual self-development and school improvement while embracing and providing a climate of mutual respect between the families, the community, and the school. Students will actively participate in learning through engaging use of technology and arts-enriched lessons as they grow towards academic mastery.

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

The vision of Havana Magnet School is to achieve a legacy of developing young minds that utilize critical thinking skills to creatively approach challenges and embrace diversity. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

#### 2. School Environment

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

Havana Magnet School offers many opportunities for teachers and students to build relationships. Our school's climate survey and language survey help to provide a snapshot of our students' cultural needs. During core subject area instruction, students are allowed to include their real world experiences to enhance the lesson and offer various cultural perspectives. Core subject area teachers are required to include real world applications during instruction daily. Teachers make an effort to include students' interests in enhancing the relevancy of these experiences. In addition, History of Holocaust, History of African and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans are acknowledged in our middle grades.

Teachers establish and maintain a positive rapport with students daily and beyond matriculation to the next grade level. This positively impacts the overall school culture and further facilitates student success and motivation.

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

Havana Magnet School ensures the following activities take place daily to guarantee students feel safe and respected before, during, and after school:

- 1) School staff meets students as the buses arrive in the morning and load in the afternoon;
- 2) School staff monitors and directs a safe drop-off and pick-up operation for car riders;
- 3) All visitors are screened via the Raptor system;
- 4) School staff monitors the cafeteria during breakfast and lunch;
- 5) Guidance counselor provides bullying assemblies on a quarterly basis;
- 6) School staff monitors the hallways and corridors during transition of classes;
- 7) Monthly emergency drills are conducted; and
- 8) Resource officer provides character and anti-bullying class discussions on a daily basis.

**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**

Havana Magnet School adheres to the district's Student Code of Conduct to ensure there are minimal disruptions during instructional time. Additionally, all teachers have a clear set of rules and expectations for students to follow. When a student commits an infraction, the teacher follows the established guidelines set forth in the Student Code of Conduct. All teachers participate in a mini-inservice during preplanning that addresses the district's Student Code of Conduct.

**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**

The guidance counselor is available to all students if counseling services are needed. The guidance counselor has created a form for teachers to identify and request services in order to meet the needs of all students. Also, additional outside counseling services such as social workers and psychologists are available to provide one-on-one counseling if deemed necessary. Teachers and volunteers serve as mentors on a daily basis. College students from area universities and colleges serve as mentors to assist students with homework, social or emotional needs.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school adheres to the district's Multi-Tier System of Supports (MTSS) plan and uses Unify/ Performance Matters and Skyward systems to identify those students who have daily attendance below 90%, have been suspended one or more times, have course failures in ELA or mathematics, and who performed at level one on prior statewide assessments.

**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	8	18	16	15	5	14	18	25	30	0	0	0	0	149
One or more suspensions	10	14	12	21	13	20	29	28	24	0	0	0	0	171
Course failure in ELA or Math	8	5	6	9	11	12	10	4	1	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	36	20	21	23	8	19	0	0	0	0	127

**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		3	2	0	9	12	6	16	4	13	0	0	0	65

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



Havana Magnet School employs several intervention strategies for students who exhibit early warning system indicators and they are as follows:

- 1) Parents receive phone calls on a daily basis that notify them of their child's absences and/or tardies. The social worker is also notified of excessive absences and asked to follow up to ascertain the reasons for the absences and offer ways to curb the unexcused absences;
- 2) A student study team meeting is held for students who are being suspended often and intervention strategies are discussed and utilized to improve student behavior;
- 3) Students at the middle school level who fail the prior year's statewide ELA and/or mathematics standardized assessments are enrolled in a remedial course the following school year.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

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

##### 2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, contacting families prior to the start of school to welcome students to the new school year, inviting families to curriculum nights, Parent Expos, and Open House to meet teachers and school staff and to learn about the curriculum. Havana Magnet also provides access to students' grades and attendance via the Skyward Parent Portal. Parent conferences are scheduled as needed. Families are encouraged to participate in SAC, PTA and other school-related events, using multiple genres of social networking, as well as sending electronic/paper-based letters to families on a regular basis.

### 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

The administration at Havana Magnet School seeks donations and volunteer participation from faith-based partners, community organizations, and businesses to assist with school projects and activities. The school has an active volunteer program in place that supports classroom learning, functions, and school-wide programs.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Jackson, Delshuana	Principal
Weeks, Kameelah	Assistant Principal
Peterson , Cheryl	Instructional Coach
Franklin, Micheal	Assistant Principal
Robinson, Portia	Guidance Counselor

## b. Duties

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

Havana Magnet School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions, and assume leadership roles. The Leadership Team consists of the principal, assistant principals, instructional coach, and guidance counselor.

The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery. The assistant principals develop curriculum frameworks and pacing guides for all core academic areas. The assistant principals are responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, they monitor and model instructional programs and strategies for teachers. The assistant principals provide inservices in their areas of expertise for all teachers. The instructional coach is responsible for making certain the core English Language Arts (ELA) program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers. The guidance counselor provides a comprehensive guidance program for all students that includes character education and social skills. She assists the principal in identifying early warning system indicators for students and provide intervention strategies when deemed necessary. The guidance counselor coordinates Student Study Team Meetings for students who are at risk behaviorally and academically. She is responsible for checking that struggling students are receiving the necessary accommodations to ensure they are successful in all core subject areas. She certifies that student Individual Education Plans (IEPs) are current and followed with fidelity. The Leadership Team meets and collaborates daily to ensure there is a well-balanced instructional program at Havana Magnet School.

### **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**

Teachers receive support through a Multi-tiered System of Supports, and are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Havana Magnet School coordinates with Title I, Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of Parent Involvement Plans (PIPs) and Parent Expos where children and their parents

come to the school for teacher conferences related to their grade reports.

Havana Magnet School's coordination with Title I, Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Havana Magnet School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL students are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title □ Homeless program is district-wide with provisions to serve all students and families who have been identified as homeless. Title I, Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless students will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are over age, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing dropouts and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Havana Magnet School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists who work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Kimberly Grant	Teacher
Delshuana Jackson	Principal
Kimberly Sailor	Parent
Ashley Griffin	Teacher
Fert Richardson	Business/Community
Cedrick Akins	Parent
Kameelah Weeks	Parent
Chandra Ruiz-Martinez	Parent
LaSandra Lynn	Parent
Marquisha Bryant	Parent
Domonique Daniels	Parent
Raphael Knight	Parent
Teaira Smith	Parent
Serena Akins	Parent
Daphnee Rouse	Parent
Curtricia Douglas	Parent
Tracy Grullon	Parent
Kimberly Wooden	Parent
Tomeca Brown	Parent
Latasha Maxwell	Parent
Cheryl Peterson	Teacher
Mariah Jones	Teacher
Portia Robinson	Education Support Employee
Pamela Bryant	Teacher
Stephanie Coxwell	Teacher
Cathy Holmes	Teacher
Ashley Griffin	Parent
Terry Hatcher	Teacher
Chandra Richardson	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

At the initial School Advisory Council (SAC) meeting, the prior year's School Improvement Plan will be evaluated and reviewed and members will have the opportunity to provide suggestions and/or feedback.

*b. Development of this school improvement plan*

The School Advisory Council (SAC) is given the opportunity to review the current School Improvement Plan (SIP) and provide suggestions and/or feedback. The principal routinely engages SAC in quarterly data updates and the SAC provides input and suggestions for improvement.

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

The school has not been allocated School Improvement funds for 2017-2018 at this time. When those funds become available, the SAC will have direct input into how the funds will be used.

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

No funds were allocated last year and there were no projects for which a budget was developed.

**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
Jackson, Delshuana	Principal
Bryant, Pamela	Teacher, K-12
Smtih-Peterson, Cheryl	Instructional Coach
Milton, Dierra	Instructional Media
Jones, Tanya	Teacher, K-12
Jones, Mariah	Teacher, K-12
Weeks, Kameelah	Assistant Principal
Franklin, Micheal	Assistant Principal
Thomas, Byron	Teacher, K-12
McNair, Cassandra	Teacher, ESE
Jones , Da'Sheona	Teacher, K-12
Williams, Omeka	Teacher, K-12
Edwards , Danyale	Teacher, K-12
Lawrence , Kaya	Teacher, K-12
Smith , Rose	Teacher, K-12
Richardson , Shareese	Teacher, K-12
Johnson , Brittiney	Teacher, K-12

**b. Duties**

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

The Literacy Leadership Team (LLT) plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home. Major initiatives for Literacy Leadership Team include the implementation of a school-wide reading plan via Renaissance Learning (Accelerated Reader, STAR Early Literacy, and STAR Reading), national/state-wide literacy celebrations, parent trainings, reading workshops, and the implementation of school wide reading incentive programs and classroom standards-based projects. This is a continuous process throughout the entire school year.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

A variety of strategies is used to encourage a positive working relationship between teachers at Havana Magnet School. Bi-weekly departmental/team meetings are held to discuss data and curriculum. During these meetings, teachers are required to share strategies, resources, and materials that have proven to be successful in their classrooms. Additionally, teachers are given the opportunity to share concerns as they relate to curriculum and instruction. Teachers are encouraged to meet outside of departmental/team meetings to encourage additional collaboration. Teachers attend professional development activities in district and outside of the district and return to share the concepts/strategies with fellow colleagues. Faculty meetings allow teachers to collaborate across grade levels and content areas.

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

In conjunction with the district's initiatives, our school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school are as follows: promote and host district recruitment fairs; create pool positions to attract the maximum number of qualified candidates; work with teacher bargaining unit to identify ways to offer differentiated and performance pay; provide reimbursement for fees for college courses and certification test fees to become highly qualified; assist teachers in obtaining ELL (English Language Learners) and reading endorsements; and provide paid summer trainings for teachers professional growth and inservice points toward recertification.

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

All teachers with less than three years in the district are assigned a mentor teacher within their grade level. The mentor teacher assists with instructional planning, behavior management, development of daily routines, and motivation, etc.

The mentors hold regular mentor/mentee meetings to focus on the Florida Educator Accomplished Practices, as well as to assist the mentees as needed. In addition to the mentor support, new teachers meet with grade level teams for monthly meetings. The administration also meets with the new teachers on an as needed basis.

## 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**

The District adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that is aligned with the Florida Standards. Teachers are required to follow district-approved pacing guides for ELA and school-level pacing guides for mathematics. For progress monitoring purposes, the school's administration provides baseline, interim, and post assessments for all core subject areas that are aligned to the Florida 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**

Havana Magnet School uses a data-driven approach to differentiated instruction in order to meet the needs of diverse learners. Beginning the first week of school, baseline assessments are administered in English Language Arts (ELA), mathematics, science, and social studies to determine students' strengths and weaknesses. The data from these assessments are utilized to create school level pacing guides. After the initial assessments, teachers focus on specific skills aligned to the pacing guides and assess students on a weekly or bi-weekly basis via mini-assessments. Students who do not achieve a score of seventy percent (70%) or higher on the mini-assessments are provided intervention via small groups with additional classroom instruction. Additionally, students who scored a level one (1) on the prior year's English Language Arts (ELA) statewide standardized assessment are enrolled in an intervention class for one hundred (100) minutes to receive additional instruction in reading and writing. In mathematics, low performing students are enrolled in an intervention class to receive fifty (50) minutes of additional instruction to include Acaletics Math Club. Acaletics Math Club allows for the teacher to provide additional instruction in skills that students are struggling with during core instruction.

The principal, assistant principals, and instructional coach monitor student data in all core areas to ensure students are sustaining and making growth. The data is reviewed weekly and action is taken immediately. For example, if students display proficiency on an assessment, teachers are required to provide enrichment activities to extend the standard. Students who do not display proficiency on the assessment will be addressed via small group or in a one-on-one setting during intervention. The instructional plan is flexible to ensure the needs of all learners are met.

**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: 25,200**

The purpose of the 21st Century After School program is to provide extra remediation in the areas of reading, writing, mathematics, and science. Additionally, enrichment courses are provided to ensure all students receive a well-rounded education.

**Strategy Rationale**

To improve student proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Jackson, Delshuana, jacksond@gcpsmail.com

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

Data is collected and analyzed via the students' standardized assessment scores and report card grades in English Language Arts (ELA), mathematics, and science to determine the effectiveness of the extended learning program. The after-school program analyzes the data using a pre-test and post-test design where the post-test data are statistically compared with pre-test data to determine the degree to which students have improved their performance over time. The first nine weeks' grades are compared with fourth nine weeks' grades in the same fashion.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Havana Magnet School continues to implement our district's transition plan for students. The District Headstart Program Specialist coordinates the curriculum and provides resources to prepare three- and four-year-olds developmentally for school. Headstart funds are coordinated with Title I funds to meet student needs. The Pre-K Early Childhood Program prepares students for a seamless transition to kindergarten.

The high school guidance counselor in our school's feeder pattern provides an orientation for incoming ninth graders that provides information regarding scheduling, extracurricular activities, transition, etc. The Florida Standards have made academic transition more coherent by design, as the new curriculum framework includes a natural progression of skills across grade levels.

**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**

NA



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

NA

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

NA

**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**

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.

### 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.

### 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.** Through the use of explicit standards-based instruction, the number of students scoring at or above level 3 will increase by 5% in fifth and eighth grades by the end of the 2017-2018 school year.
- G2.** Through the use of explicit, standards-based instruction, maintain Civics EOC proficiency by the end of the 2017-2018 school year.
- G3.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2017-2018 school year by 5% .
- G4.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2017-2018 school year by 5%.

## 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.** Through the use of explicit standards-based instruction, the number of students scoring at or above level 3 will increase by 5% in fifth and eighth grades by the end of the 2017-2018 school year. 1a

G092785

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	32.0
Bio I EOC Level 3	90.0

**Targeted Barriers to Achieving the Goal** 3

- Gaps in Basic Foundational Skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Science Fusion Ancillaries
- FCAT 2.0 Science Item Specifications
- Interactive Science Textbook
- FSU COM SSTRIDE Program
- FCAT 2.0 Science Coach
- Houghton Mifflin Benchmarks and Review Practice
- Escambia County District Website
- Polk County District Website

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

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

**Person Responsible**

Delshuana Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 1.

**G2.** Through the use of explicit, standards-based instruction, maintain Civics EOC proficiency by the end of the 2017-2018 school year. 1a

G092786

**Targets Supported** 1b

Indicator	Annual Target
Civics EOC Pass	75.0

**Targeted Barriers to Achieving the Goal** 3

- Gaps in Basic Foundational Skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Florida Joint Center for Citizenship
- McGraw-Hill Florida Civics, Economics and Geography Textbook
- Holt McDougal Civics in Practice Textbook
- Escambia County District Website
- Primary Sources

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

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

**Person Responsible**

Delshuana Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Formal, informal, and interim assessments will reveal evidence of adequate progress in meeting Goal 2.

**G3.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2017-2018 school year by 5% . 1a

G092787

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	84.0
Algebra I EOC Level 3	94.0

**Targeted Barriers to Achieving the Goal** 3

- Gaps in Basic Foundational Skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Go Math Textbook
- Acaletics
- i-Ready
- Forward Mathematics (Everglades) Supplemental Materials
- Triumph Learning Supplemental Materials
- Go Math Leveled Readers
- Escambia County District Website
- Ready MAFS

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

The administration will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

**Person Responsible**

Delshuana Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

The results of classroom walkthroughs, review of lesson plans and students' assessment data will reveal evidence of completion of this action step.

**G4.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2017-2018 school year by 5%. 1a

G092788

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	54.0

**Targeted Barriers to Achieving the Goal** 3

- Gaps in Basic Foundational Skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- HMH Florida Collections Textbook
- Journeys Program
- i-Ready
- STAR Reading Assessments/Accelerated Reader 360
- Triumph Learning Supplemental Materials
- Ready LAFS
- Vocabulary Explosion

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

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

**Person Responsible**

Delshuana Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 4.

## 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.** Through the use of explicit standards-based instruction, the number of students scoring at or above level 3 will increase by 5% in fifth and eighth grades by the end of the 2017-2018 school year. **1**

 G092785

**G1.B1** Gaps in Basic Foundational Skills **2**

 B248859

**G1.B1.S1** Standards-Based Instruction **4**

 S262269

### Strategy Rationale

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

### Action Step 1 **5**

All teachers will be required to implement standards-based instruction in science.

#### Person Responsible

Delshuana Jackson

#### Schedule

Daily, from 8/14/2017 to 5/31/2018


#### Evidence of Completion

The findings from classroom observations, review of lesson plans, and monitoring of students' assessment data will be evidence of completion of this action step.

**G2.** Through the use of explicit, standards-based instruction, maintain Civics EOC proficiency by the end of the 2017-2018 school year. **1**

 G092786

**G2.B1** Gaps in Basic Foundational Skills **2**

 B248864

**G2.B1.S1** Standards-Based Instruction **4**

 S262270

### **Strategy Rationale**

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

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

All teachers will be required to implement standards-based instruction in Civics.

#### **Person Responsible**

Delshuana Jackson

#### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

The findings from classroom observations, review of lesson plans, and monitoring of students' assessment data will be evidence of completion of this action step.

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

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

#### **Person Responsible**

Delshuana Jackson

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

The results of classroom walkthroughs, review of lesson plans, and students' assessment data will reveal evidence of completion of this action step.



**G2.B1.S2 Small Group Collaboration** 4

 S262271

**Strategy Rationale**

Small group collaboration afford students the opportunity to take ownership of their learning as well as to receive additional remediation for challenging standards.

**Action Step 1** 5

All teachers will be required to ensure small group collaboration is evident during instruction.

**Person Responsible**

Delshuana Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Principal observation of group collaborative activities during classroom walkthroughs along with a review of lesson plans will provide evidence of completion of this action step.

**G3.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2017-2018 school year by 5% . 1

G092787

**G3.B1** Gaps in Basic Foundational Skills 2

B248869

**G3.B1.S1** Standards Based Instruction 4

S262272

### Strategy Rationale

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

### Action Step 1 5

All teachers will be required to implement standards-based instruction in Mathematics.

#### Person Responsible

Delshuana Jackson

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

The results of classroom walkthroughs, review of lesson plans, and students' assessment data will reveal evidence of completion of this action step.

### Action Step 2 5

All teachers will be required to develop anchor charts in Mathematics.

#### Person Responsible

Delshuana Jackson

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Observations during classroom walkthroughs will reveal evidence that anchor charts have been developed by teachers and students.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2017-2018 school year by 5%. 1

G092788

**G4.B1** Gaps in Basic Foundational Skills 2

B248873

**G4.B1.S1** Close Reading 4

S262273

**Strategy Rationale**

Students lack basic reading skills necessary for comprehension, thus close reading will allow them to understand the general content of a text even when they don't understand every word or concept in it.

**Action Step 1** 5

All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.

**Person Responsible**

Delshuana Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

The results of observations during classroom walkthroughs will reveal evidence of implementation of close reading strategies with fidelity.

#### G4.B1.S2 Text Marking 4

 S262274

##### **Strategy Rationale**

Students lack basic reading skills necessary for comprehension; therefore, text marking is a strategy that helps students identify and isolate essential information in a text.

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

All teachers will be required to implement text marking when reading fiction and non-fiction texts.

##### **Person Responsible**

Delshuana Jackson

##### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

##### **Evidence of Completion**

The results of observations during classroom walkthroughs will reveal evidence of implementation of text marking techniques when students are reading fiction and non-fiction text.

#### G4.B1.S4 Small Group Collaboration 4

 S262276

##### **Strategy Rationale**

Small group collaboration afford students the opportunity to take ownership of their learning as well as to receive additional remediation for challenging standards.

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

All teachers will be required to ensure small group collaboration is evident during instruction.

##### **Person Responsible**

Delshuana Jackson















##### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

##### **Evidence of Completion**

The administration will conduct classroom walkthroughs and review lesson plans.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S1.MA1  M378579	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M367674	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/14/2017	Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 1.	5/31/2018 weekly
G3.MA1  M367677	The administration will review weekly assessments and interim assessments to ensure students are...	Jackson, Delshuana	8/14/2017	The results of classroom walkthroughs, review of lesson plans and students' assessment data will reveal evidence of completion of this action step.	5/31/2018 weekly
G4.MA1  M367678	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/14/2017	Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 4.	5/31/2018 weekly
G1.B1.S1.A1  A346118	All teachers will be required to implement standards-based instruction in science.	Jackson, Delshuana	8/14/2017	The findings from classroom observations, review of lesson plans, and monitoring of students' assessment data will be evidence of completion of this action step.	5/31/2018 daily
G2.B1.S1.MA1  M367675	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/14/2017	The results of classroom walkthroughs, review of lesson plans, and students' assessment data will reveal evidence of completion of this action step.	5/31/2018 one-time
G2.B1.S1.A1  A346119	All teachers will be required to implement standards-based instruction in Civics.	Jackson, Delshuana	8/14/2017	The findings from classroom observations, review of lesson plans, and monitoring of students' assessment data will be evidence of completion of this action step.	5/31/2018 daily
G2.MA1  M367676	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/14/2017	Formal, informal, and interim assessments will reveal evidence of adequate progress in meeting Goal 2.	5/31/2018 weekly
G3.B1.S1.A1  A346121	All teachers will be required to implement standards-based instruction in Mathematics.	Jackson, Delshuana	8/14/2017	The results of classroom walkthroughs, review of lesson plans, and students' assessment data will reveal evidence of completion of this action step.	5/31/2018 daily
G3.B1.S1.A2  A346122	All teachers will be required to develop anchor charts in Mathematics.	Jackson, Delshuana	8/14/2017	Observations during classroom walkthroughs will reveal evidence that anchor charts have been developed by teachers and students.	5/31/2018 daily
G4.B1.S1.A1  A346123	All teachers will be required to implement close reading strategies when reading fiction and...	Jackson, Delshuana	8/14/2017	The results of observations during classroom walkthroughs will reveal evidence of implementation of close reading strategies with fidelity.	5/31/2018 weekly
G2.B1.S2.A1  A346120	All teachers will be required to ensure small group collaboration is evident during instruction.	Jackson, Delshuana	8/14/2017	Principal observation of group collaborative activities during classroom walkthroughs along with a review of lesson plans will provide evidence of completion of this action step.	5/31/2018 daily
G4.B1.S2.A1  A346124	All teachers will be required to implement text marking when reading fiction and non-fiction...	Jackson, Delshuana	8/14/2017	The results of observations during classroom walkthroughs will reveal evidence of implementation of text marking techniques when students are reading fiction and non-fiction text.	5/31/2018 daily
G4.B1.S4.A1  A346125	All teachers will be required to ensure small group collaboration is evident during instruction.	Jackson, Delshuana	8/14/2017	The administration will conduct classroom walkthroughs and review lesson plans.	5/31/2018 daily

## V. Professional Development Opportunities

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

**G1.** Through the use of explicit standards-based instruction, the number of students scoring at or above level 3 will increase by 5% in fifth and eighth grades by the end of the 2017-2018 school year.

### **G1.B1** Gaps in Basic Foundational Skills

#### **G1.B1.S1** Standards-Based Instruction

##### **PD Opportunity 1**

All teachers will be required to implement standards-based instruction in science.

##### **Facilitator**

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

##### **Participants**

Teachers

##### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

**G2.** Through the use of explicit, standards-based instruction, maintain Civics EOC proficiency by the end of the 2017-2018 school year.

### **G2.B1** Gaps in Basic Foundational Skills

#### **G2.B1.S1** Standards-Based Instruction

##### **PD Opportunity 1**

All teachers will be required to implement standards-based instruction in Civics.

##### **Facilitator**

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

##### **Participants**

Teachers

##### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

## G2.B1.S2 Small Group Collaboration

### PD Opportunity 1

All teachers will be required to ensure small group collaboration is evident during instruction.

#### Facilitator

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

#### Participants

Teachers

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

**G3.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2017-2018 school year by 5% .

## G3.B1 Gaps in Basic Foundational Skills

### G3.B1.S1 Standards Based Instruction

### PD Opportunity 1

All teachers will be required to implement standards-based instruction in Mathematics.

#### Facilitator

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

#### Participants

Teachers

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

## PD Opportunity 2

All teachers will be required to develop anchor charts in Mathematics.

### Facilitator

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

### Participants

Teachers

### Schedule

Daily, from 8/14/2017 to 5/31/2018

**G4.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2017-2018 school year by 5%.

## G4.B1 Gaps in Basic Foundational Skills

### G4.B1.S1 Close Reading

## PD Opportunity 1

All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.

### Facilitator

Cheryl Peterson

### Participants

Teachers

### Schedule

Weekly, from 8/14/2017 to 5/31/2018



#### G4.B1.S2 Text Marking

##### PD Opportunity 1

All teachers will be required to implement text marking when reading fiction and non-fiction texts.

##### Facilitator

Kameelah Weeks and Cheryl Peterson

##### Participants

Teachers

##### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### G4.B1.S4 Small Group Collaboration

##### PD Opportunity 1

All teachers will be required to ensure small group collaboration is evident during instruction.

##### Facilitator

Kameelah Weeks, Micheal Franklin, and Cheryl Peterson

##### Participants

Teachers

##### Schedule

Daily, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	All teachers will be required to implement standards-based instruction in science.	\$0.00
2	G2.B1.S1.A1	All teachers will be required to implement standards-based instruction in Civics.	\$0.00
3	G2.B1.S2.A1	All teachers will be required to ensure small group collaboration is evident during instruction.	\$0.00
4	G3.B1.S1.A1	All teachers will be required to implement standards-based instruction in Mathematics.	\$0.00
5	G3.B1.S1.A2	All teachers will be required to develop anchor charts in Mathematics.	\$0.00
6	G4.B1.S1.A1	All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.	\$0.00
7	G4.B1.S2.A1	All teachers will be required to implement text marking when reading fiction and non-fiction texts.	\$0.00
8	G4.B1.S4.A1	All teachers will be required to ensure small group collaboration is evident during instruction.	\$0.00
<b>Total:</b>			<b>\$0.00</b>

Gadsden County Schools

# James A. Shanks Middle School



## 2017-18 School Improvement Plan

## James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	C	D*	D

*\*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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for James A. Shanks Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of James A. Shanks is to provide a learning environment that is safe and conducive for learning to develop students for college and/or careers.

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

James A. Shanks will build a culture of excellence by stimulating minds for success.

#### 2. School Environment

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

At James A. Shanks Middle School opportunities are provided for the school to learn about students' cultures by organizing school activities and assemblies where students display their talents and wear their native attire. The school also purchases multi-cultural books and videos for our library, which are checked out by students and/or teachers for class discussions throughout the year. Teachers and students are afforded the opportunity to participate in field trips to see plays, art and performances at local universities and galleries to gain understanding and appreciation of different cultures. In addition, our core curriculum resources and daily assignments have cultural activities embedded in them to assist with explicit teaching and learning about various cultures.

We strive daily to build positive relationships between teachers and students by setting high expectations and providing engaging experiences and activities to assist with accomplishing goals and performance tasks. Students are assigned to grade level teams where they are taught by the same core teachers, which promote a sense of family and belonging. In addition, opportunities are provided weekly for teachers and students to collaborate in a conducive environment for data chats and student/teacher conferences in order to monitor progress, set goals and enhance the learning process. In addition, teachers provide differentiated instruction based on individual needs and work with small groups to assist with mastery of skills. Teachers strive to collaborate with parents on a regular basis in an effort to bridge the gap between home and school wherein they can work together to promote student achievement.

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

James A. Shanks Middle School strives to create a safe and conducive environment by providing daily positive reinforcement through the recitation of our school's mission, vision and pride pledge. In addition, the signing of our school's alma mater helps to promote a sense of pride in the school and community. Daily reminders of student behavior and expectations are provided through our live morning broadcast. Classroom and school rules, policies and procedures are incorporated into the daily operations of the school to ensure safety of all and respect for self and others.

In addition, Parent-Student-Teacher Compacts were signed as a pledge to keep the school environment safe and respectful. Grade-level administrative chats are held throughout the year to assist with building a positive culture where students can talk with the administration about school-related safety concerns. Administrators and school counselor meets with students individually or in groups to discuss and resolve issues throughout the year. Appropriate supervision and security measures are provided before, during and after school to ensure the safety of all students. Video cameras are strategically placed to assist us with monitoring the campus at all times. The School



Resource Officer (SRO), Barkley Security and the school administrative team work together to ensure that all students feel safe and respected. Providing our students with a safe learning environment is a non-negotiable at JASMS.

**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**

School-wide classroom expectations have been established for students to follow. In addition, school-wide policies and procedures are implemented to assist with organization, management and safety of the school. A Positive Behavior Support System is utilized to reward students with incentives and awards for adhering to established policies and procedures, demonstrating positive behavior and/or outstanding performance of a task or assignment. Teachers are provided opportunities for training in the areas of classroom management; effective use of curriculum resources; infusing technology across the curriculum; RTi and positive behavior support systems in order to minimize disruptive behavior and distractions and to keep students engaged in the learning process. In addition, administrators and academic coaches continuously monitor the fidelity of instruction, as well as student engagement during classroom walkthroughs, observations, administrative conferences and data chats.

Teachers utilize various interventions to modify deviant behavior in an effort to keep students in class and on task. During school level meetings (i.e. faculty meetings, grade-level team meetings, department meetings, leadership meetings, & RTi Meetings), behavior concerns are addressed and strategies are provided to assist teachers with effective management and placement of students. However, when rules and policies are not followed as expected, the school uses the District's Code of Conduct to aid in providing consequences.

**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**

The school provides counseling services to students through our counseling department. We also offer students additional opportunities for counseling through social workers and school psychologists as needed. Teachers and staff have been provided look-fors to ensure that the needs of the whole child are met with our counseling department serving as our lead resource. Teachers refer students for individual or small group counseling as need or requested by the student. In addition, whole group counseling through social studies classes is provided by our counselors and SRO throughout the year to assist with positive character development, drug awareness, and reducing acts of bullying and physical altercations.

The school provides opportunities for students to participate in clubs, sports, performing arts and academic competitions. Through their involvement in these activities, students receive mentoring, homework assistance, behavior modification strategies and progress monitoring from sponsors throughout the year.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Using the district's Response to Intervention Plan as a guide, JASMS focuses on the following student indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

- One or more suspensions,
- Course failure in English Language Arts (ELA) or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The Counseling Department teams with administration and faculty to ensure proper student placement and that these early warning signals are not only detected but addressed through appropriate interventions and differentiated instruction in a timely manner.

**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	23	17	35	19	14	0	0	0	0	108
One or more suspensions	0	0	0	0	31	20	42	19	37	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	27	16	7	3	15	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	0	86	74	97	63	71	0	0	0	0	391

**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	17	10	46	18	39	0	0	0	0	130

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

We use individualized data chats with our struggling students on a bi-monthly basis in order to address current progress, strengths, weaknesses and to set academic goals where interventions and differentiated instruction is prescribed through strategies. We also provide each student with the opportunity to spend at least 50 minutes per day in the computer lab to work on the skills prescribed through i-Ready. The data is first shared in Progress Monitoring Meetings with the Assistant Principals and adjustments are made accordingly. Data meetings are held bi-monthly during grade level meetings to monitor and share progress towards meeting academic goals school-wide.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/457255>.

## 2. Description

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

## 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

JASMS encourages relationships with various community entities (i.e. Florida State University, Florida A & M University, Tallahassee Community College, local Federal/State law enforcement agencies; local retailers; churches; and health organizations) to ensure that resources are available to support school functions and student achievement. Representatives serve as teachers, mentors, tutors, counselors, and trainers for students, parents, and staff. In addition, the school provided practicum experiences and mentoring to interns from local universities, and teachers serve as directing teachers to help with the graduating process of each intern.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Jackson, Willie	Principal
Samson, Marilyn	Teacher, K-12
Jones, Shalandria	Teacher, ESE
Jackson, Hilda	Other
Tindall, Melinda	Teacher, ESE
Simmons-Russ, Catina	Teacher, K-12
Wright, Jo Lynda	Instructional Coach
Mandela, Judith	Teacher, K-12
Brown, Germaine	Assistant Principal
Commodore, Shirley	Instructional Coach
Ali, Rosita	Guidance Counselor

#### b. Duties

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

Principal:

The principal provides leadership and direction for the school which is necessary in the development, implementation and evaluation of a comprehensive instructional program and support services. She also provides a common vision for the use of data-based decision making and uses current research, performance data, and feedback from students, teachers, parents and other stakeholders to make decisions related to improvement of instruction and student performance. She ensures that the

school-based team implements programs and policies according to district, state and federal mandates. The principal is instrumental in providing leadership in the school improvement process and the implementation of the school improvement plan. In addition, the principal manages the school's budget and available resources to establish for a safe, nurturing learning environment to promote student development and academic success.

#### Assistant Principals:

The assistant principal assists the principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The duties of the assistant principal also include, but are not limited to, assisting with the gathering, analyzing and interpreting data related to student performance, behavior and attendance. The assistant principal also assists with scheduling, student supervision and discipline and confers with students, parents and teachers to resolve problems and facilitate learning. In addition the AP works with teachers in developing professional development plans and coordinates school's in-service program.

#### JASMS Instructional Coaches:

Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing resources on research-based curriculum, reliable assessments and effective intervention strategies; collaborate with district personnel to identify systematic patterns of student needs and recommend appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the collection of data and data analysis; participate in the design and delivery of professional development; and provide support for administering assessments and monitoring implementation of effective strategies and programs.

#### Guidance Counselors:

In addition to counseling and providing conflict resolution, positive behavior interventions and referrals, counselors collaborate with school social workers to link child-serving and community agencies to the school and families in an effort to support the child's academic, emotional, behavioral, and social success.

#### ESE Resource:

Participates in collection, interpretation, and analysis of student data; facilitates development of intervention plans; provides support for intervention with fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities to support address needs of students.

#### Media Specialist:

Manages media, technology and other resources necessary to increase effective teaching and learning; organize, inventory and update technology needed to store and display data; provide professional development and technical support to teachers and staff regarding data management and display; and assist with implementation of literacy-building initiatives.

**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 Leadership Team meets monthly to discuss progress monitoring data and the effectiveness of instruction in academic and social/emotional areas. In addition, the team monitors goals and

expectations for instruction (Rigor, Relevance and Relationship) and the action plan for teaching and aligning benchmarks, as well as the implementation of research-based strategies across the curriculum. The team collaborates and makes decisions on the allocation of resources (funding and staffing), staff development needs and interventions/strategies for meeting the needs of struggling students. A monthly report is shared with the School Advisory Council (SAC) to monitor progress toward meeting School Improvement Plan (SIP) goals.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school through the following activities/services:

**Title I, Part A**

Title I Funds are allocated in order to:

1. Provide funding for resources and equipment to assist with skill development,
2. Provide parent trainings to support active engagement and partnership with JASMS.

**Title II**

Title II Funds are allocated in order to:

1. Provide teachers with training to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness,
2. Provide substitute teachers for individuals and subject area departments to enable them to attend staff development,
3. Provide Professional development sessions for teachers in Rtl, FCIM, Skyward, process writing, Performance Matters, Florida Standards, i-Ready, reading endorsement, NG-CARpd, Acaletics, Science, ESOL, technology integration, and research-based strategies and best practices to improve instruction.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Willie Jackson	Principal
Rosita Ali	Teacher
Bill Stinson	Business/Community
Latoya Copeland	Parent
Jennifer McGhee	Parent
Anika Hall	Parent
Kenya Lee	Business/Community
Esmaralda Velasco	Business/Community
Rosa Villegas	Education Support Employee
Martha Beavers	Education Support Employee
Letheria Randolph	Parent
Janaye Davis	Parent
Peelar Goldwire	Parent
Gracetta Favors	Parent
Alicia Smith	Parent
Kenya Ray	Parent
Evelyn Lee	Parent
Greg Forehand	Parent
Keith Goldwire	Business/Community

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Our School Advisory Council (SAC) used our student data to evaluate last year's plan. SAC determined the gaps in student achievement to determine where the school is, compared to where they wanted the school to be. Needs assessment is an ongoing process which is consistently tied to our mission and vision where our evaluation is based on long term goals. SAC used measurable goals based on test data with our low student performance, reviewed and identified goals, objectives and strategies for student achievement.

*b. Development of this school improvement plan*

The council's primary goals are to assist in developing our school's improvement plans for increasing achievement, as well as monitoring students' progress and initiatives for continued school improvement. At JASMS, the SAC provides input in decisions made for funding student incentive requests.

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

The School Advisory Council assists with budgeting school improvement funds based on plans and goals outline in the School Improvement Plan. Due to the needs of JASMS, as a low performing school, some of the funds were appropriated specifically by the district to ensure monies were allocated according to the goals set by the district leadership team.



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

The School Advisory Council (SAC) provided guidance and leadership as an overseer of the allocated funds from the district. SAC offered mini-grants to teachers in order to support the school's goals and objectives, as well as provide incentives for students. Recipients were determined on a case by case and as needed basis.

Budgeted amounts were as follows:

- Honor roll end of year trip-----
- 6th Grade end of the year achievement trip----
- 7th Grade end of the year achievement trip----
- 8th Grade end of the year achievement trip----

**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
Wright, Jo Lynda	Instructional Coach
Jackson, Willie	Principal
Brown, Germaine	Assistant Principal
Gonzalez, Charlotte	Teacher, K-12
Simmons-Russ, Catina	Teacher, K-12
Tindall, Melinda	Teacher, ESE

**b. Duties**

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

The team will establish school-wide goals in each area and provide experiences that will promote the development of reading skills throughout the school year. To create a capacity for developing effective reading, writing, and speaking skills across the curriculum, professional development will be held for special area and select teachers. On-going progress monitoring results will determine effectiveness of the initiative, as well as the need for possible interventions and re-evaluation of school and individual student goals. In addition, opportunities are provided for students to participate in spelling bees, declamation contests, brain brawls, Tropicana speaking contest, debates, writing contests and school-wide reading challenges.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Positive working relationships among faculty serve an integral role in the achievement level of our students. With this in mind, JASMS offers teachers various opportunities to develop the necessary collaborative tools through:

- Grade-level teams with a common planning
- Bi-monthly faculty meetings
- Bi-monthly Professional Learning Communities
- Team-building exercises throughout the school year during faculty meetings
- Teacher mentoring program

Use of these strategies will ensure school-wide success and positive working relationships.

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

Strategies for recruiting and retaining Highly-qualified teachers at JASMS include but are not limited to the following:

1. Networking with local colleges and universities to recruit new teachers.
2. Attending job fairs to recruit and hire new faculty members.
3. Advertising vacant positions in local media and district websites, as well as on the "Teach in Florida" website to cast a wider net and gain more exposure.
4. Meeting throughout the school year with new teachers and beginning teachers, mentor teachers and administrators to foster professional relationships and to build learning communities.
5. Assigning veteran teachers to mentor and coach new teachers as a part of our Beginning Teachers Program.

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

Our school's teacher mentoring program includes the pairing of new teachers with veterans teachers who have years of successful teaching experience. The mentor teachers meet regularly with new teachers to collaborate on lesson plans, model effective strategies, analyze student data, and provide feedback. Our teachers also participate in on-going professional development sessions throughout the school year, which focuses on areas of need as indicated by administration, mentor teachers, coaches and/or district personnel.

## **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***

All materials and programs incorporated into instructional practices are aligned with the Florida Standards. The District's prescribed textbooks and companion resources are also aligned with LAFS and MAFS; furthermore, all online resources implemented also meet these requirements (i.e. - iReady, That Quiz, Studies Weekly, Acaletics and AR 360).

#### **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***



Allowing the data to drive classroom instruction is important at JASMS. Student data is reviewed on a bi-monthly basis within grade-level PLC and then used to differentiate the instruction for all students. Based on levels, students are assigned small group or i-Ready lessons to address specific and diverse needs throughout the year. Administration and school staff monitor data weekly.

Lesson modifications include, but are not limited to: small group instruction, cooperative learning groups, one-on-one teacher assistance and homework help (Level Up Tutorials) thorough the Florida Collections curriculum.

**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:** 90

The after school program is used for remediation and enrichment of skills to be assessed on the State Assessment.

**Strategy Rationale**

Student data indicates that there are wide-spread achievement gaps in learning among our students. Therefore, an after school program will be provided throughout the school year for remediation of skills for struggling students and enrichment activities for accelerated learners.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Jackson, Willie, jacksonwi@gcpsmail.com

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

Student data will be collected from technology-assisted programs and teacher-made assessments at the end of each week. It will be analyzed to determine level of skill mastery and to assist in the development of individual instructional plans. At least 66% of participants are expected to meet learning goals set by classroom teachers.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

In order to support incoming and outgoing students, at JASMS we review all records, including test scores and discipline reports to ensure the student is placed in the correct grade and at the appropriate level. We encourage our students to matriculate through middle school as a cohort, in order to establish relationships beneficial to academic growth and development as they enter high school. Subsequently, we measure the student's successes against the requirements by our district's to make an appropriate determination on course level placement - intensive, regular and/or advanced

classes. We make the necessary adjustments on incoming students as well as the outgoing students in order to create a smooth transition from elementary school to middle school and from middle school to high school.

## 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**

NA

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

Students are afforded an opportunity to earn industry certifications through our CTE program. This highly success program allows students to become certified in one or more computer programs as they matriculate through our school. The goal is for each student to earn at least (3) certificates by the time they enter ninth grade. However, some students achieve this goal by the end of their 8th grade school year.

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

CTE Program

**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**

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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:

School  Grade  Calculation  JAS.doc

*School Grade Calculation*

#### 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.

NA

## **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.

NA

## **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.** To have at least 35% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 45% of the students will make learning gains.
  
- G2.** To have 40% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 50% of the students will make learning gains.

## 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.** To have at least 35% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 45% of the students will make learning gains. 1a

G094242

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
FSA ELA Achievement	35.0

**Targeted Barriers to Achieving the Goal** 3

- Student conduct interferes with the learning process

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Florida Collections and Journeys are used as the primary curriculum for reading and language arts classes.
- Florida Ready LAFS is used as a supplement to the reading and language arts curriculum.
- i-Ready is an online/audio supplemental resource used to enhance the prescribed curriculum and allows the students to receive differentiated instruction while utilizing keyboarding skills.
- Gmetrix is a technology software used to assist students in becoming industry certified specialist in Microsoft Office 2010.
- Florida Coach Workbooks

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

Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities

**Person Responsible**

Willie Jackson

**Schedule**

Every 2 Months, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Parental involvement log -- improved student preparation, attendance, and classroom behavior

**G2.** To have 40% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 50% of the students will make learning gains. 1a

G094243

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0
ABE Mathematics - Percentage of LCP per Enrolled	50.0
	50.0

**Targeted Barriers to Achieving the Goal** 3

- Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards
- Limited hands-on resources-- There is a need for performance-based projects for each grade level that are aligned with the Florida math standards
- Student Readiness

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Online resources including technology enabled textbook "Go Math"
- i-Ready online tutorial software
- Tenmarks online tutorial software
- That Quiz online assessment
- Acaletics (supplemental resources)
- Math lead teacher
- APC
- DOE (on-line resources)

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

On-going classroom walkthroughs, benchmark assessments, and data chats will be used to gauge effectiveness of instruction.

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Classroom walkthroughs, progress monitoring data, lesson plans, and IPDPs will be used to provide evidence of progress toward meeting the goal.

## 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.** To have at least 35% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 45% of the students will make learning gains. **1**

 G094242

**G1.B3** Student conduct interferes with the learning process **2**

 B253030

**G1.B3.S1** Structured mentoring and career awareness programs have been implemented to assist with modifying inappropriate classroom behavior and increasing awareness of future career opportunities available to them in order to reduce inappropriate behavior, increase the desire to learn, and build self-confidence. **4**

 S267041

### Strategy Rationale

Students need positive role models to emulate and mentors to provide nurturing, real world learning experiences, and extracurricular activities to improve self-confidence, conduct, and academic achievement.

### Action Step 1 **5**

The school will implement a mentoring/career program to identify and focus on the critical needs of the students, which will include providing educational activities, resources, counseling, and incentives to improve behavior and increase learning.

### Person Responsible

Willie Jackson

### Schedule

Weekly, from 8/14/2017 to 5/31/2018

### Evidence of Completion

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

Weekly Check and Connect meetings are held with mentees to address discipline, academic progress, social behavior and attendance. In addition, administrative and department meetings are held to discuss students' progress and analyze data. Discipline reports are developed bi-weekly to monitor discipline issues and referrals for disruptive behavior. Data is analyzed and shared in faculty meetings and professional learning communities. Strategies are modified as needed to address trends in deviant behavior. Incentives such as field trips, awards, and certificates are provided for students with positive behavior.

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Check and Connect mentoring logs, meeting agendas, meeting minutes, data notebooks, and visitors logs are used to monitor implementation of strategies throughout the school year.

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

Classroom walk-throughs, parent/teacher conferences, data chats, discipline meetings, mentoring meetings, small group and individual counseling, and student engagement initiatives are implemented with fidelity to improve student behavior.

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Observation feed back forms, behavior contracts, data chat logs, parent sign-in sheets, counseling referral logs, meeting agendas, and behavior management forms are used as evidence to determine effectiveness of strategies used to modify behavior.



**G2.** To have 40% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 50% of the students will make learning gains. 1

G094243

**G2.B1** Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards 2

B253036

**G2.B1.S1** 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year (on-going). 4

S267048

### Strategy Rationale

To assess students' prior knowledge and evaluate their performance after delivery of instruction

### Action Step 1 5

Provide ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

#### Person Responsible

Willie Jackson

#### Schedule

Weekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

PD sign-in sheets, lesson plans, IPDP, progress monitoring

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

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

#### Person Responsible

#### Schedule

Biweekly, from 8/15/2017 to 5/31/2018

#### Evidence of Completion

PD Sign-insheets, IPDP, progress monitoring

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

Ongoing classroom walk-throughs, observations, and progress monitoring

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson Plans, Benchmark Assessments, portfolios, IPDP

**G2.B1.S2 2)** Provide specific feedback by strand and item analysis of assessments to students and parents on a continuous basis 4

 S267049

**Strategy Rationale**

To routinely inform students and parents of skill deficiencies and provide differentiated and small group instruction, as well as assignments based on progress monitoring results and individual needs

**Action Step 1 5**

Schedule professional development during planning periods & Tuesday's faculty meetings to monitor progress towards meeting goals.

**Person Responsible**

Willie Jackson

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

PD sessions, IPDP, sign-in sheets.

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

Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher planning, as needed.

**Person Responsible**

Willie Jackson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

CWT, progress monitoring, Lesson Plans, IPDP

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

Bi-monthly Professional Learning Communities and faculty meeting as needed.

**Person Responsible**

Willie Jackson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

PD sessions sign-in sheets, IPDP

**G2.B1.S3** 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting **4**

 S267050

### **Strategy Rationale**

To ensure all students experience success with the new Florida standards by customizing and optimizing the learning environment

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

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Incorporate content vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

#### **Person Responsible**

Shirley Commodore

#### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

PDs and IPDP - progress monitoring

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

CWT & observations

#### **Person Responsible**

Willie Jackson

#### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

Written feedback from CWT & observations

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

CWT & Observations

**Person Responsible**

Germaine Brown

**Schedule**

Daily, from 8/28/2017 to 5/11/2018

**Evidence of Completion**

Written Feedback from CWT & Observations.

**G2.B3 Student Readiness 2**

 B253038

**G2.B3.S1** The school will schedule more time on task within the school day in core areas, as well as an after school program to aid students in acquiring critical skills in math. 4

 S267052

**Strategy Rationale**

To provide students and teachers more time to analyze problem areas and work to correct deficits in those areas.

**Action Step 1 5**

Develop a master schedule which will afford more time on task for learning within the regular school day.

**Person Responsible**

Willie Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Master schedule, computer lab schedule, and lesson plans

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

On-going CWTs, lesson plans, progress monitoring will be done to ensure implementation of strategy

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Lesson plans, observation data, and achievement data

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

on-going CWTs, progress monitoring, Weekly grade group meetings, and data chats

**Person Responsible**

Willie Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Lesson plans, achievement data, Observation data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B1.S3.MA1 M378842	CWT & Observations	Brown, Germaine	8/28/2017	Written Feedback from CWT & Observations.	5/11/2018 daily
G2.B3.S1.MA1 M378844	on-going CWTs, progress monitoring, Weekly grade group meetings, and data chats	Jackson, Willie	8/14/2017	Lesson plans, achievement data, Observation data	5/31/2018 weekly
G1.B3.S1.MA1 M378831	Classroom walk-throughs, parent/teacher conferences, data chats, discipline meetings, mentoring...	Jackson, Willie	8/21/2017	Observation feed back forms, behavior contracts, data chat logs, parent sign-in sheets, counseling referral logs, meeting agendas, and behavior management forms are used as evidence to determine effectiveness of strategies used to modify behavior.	5/31/2018 weekly
G1.B3.S1.MA1 M378832	Weekly Check and Connect meetings are held with mentees to address discipline, academic progress,...	Jackson, Willie	8/21/2017	Check and Connect mentoring logs, meeting agendas, meeting minutes, data notebooks, and visitors logs are used to monitor implementation of strategies throughout the school year.	5/31/2018 weekly
G1.B3.S1.A1 A354939	The school will implement a mentoring/ career program to identify and focus on the critical needs of...	Jackson, Willie	8/14/2017		5/31/2018 weekly
G2.B1.S1.MA1 M378838	Ongoing classroom walk-throughs, observations, and progress monitoring	Jackson, Willie	8/14/2017	Lesson Plans, Benchmark Assessments, portfolios, IPDP	5/31/2018 weekly
G2.B1.S1.MA1 M378839	Ongoing professional development for teachers that focuses on best practices sustained through...		8/15/2017	PD Sign-insheets, IPDP, progress monitoring	5/31/2018 biweekly
G2.B1.S1.A1 A354942	Provide ongoing professional development for teachers that focuses on best practices sustained...	Jackson, Willie	8/14/2017	PD sign-in sheets, lesson plans, IPDP, progress monitoring	5/31/2018 weekly
G2.MA1 M378846	On-going classroom walkthroughs, benchmark assessments, and data chats will be used to gauge...	Jackson, Willie	8/21/2017	Classroom walkthroughs, progress monitoring data, lesson plans, and IPDPs will be used to provide evidence of progress toward meeting the goal.	5/31/2018 weekly
G2.B3.S1.MA1 M378845	On-going CWTs, lesson plans, progress monitoring will be done to ensure implementation of strategy	Jackson, Willie	8/14/2017	Lesson plans, observation data, and achievement data	5/31/2018 weekly
G2.B3.S1.A1 A354945	Develop a master schedule which will afford more time on task for learning within the regular...	Jackson, Willie	8/14/2017	Master schedule, computer lab schedule, and lesson plans	5/31/2018 daily
G2.B1.S2.MA1 M378840	Bi-monthly Professional Learning Communities and faculty meeting as needed.	Jackson, Willie	8/14/2017	PD sessions sign-in sheets, IPDP	5/31/2018 monthly
G2.B1.S2.MA1 M378841	Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher...	Jackson, Willie	8/14/2017	CWT, progress monitoring, Lesson Plans, IPDP	5/31/2018 monthly
G2.B1.S2.A1 A354943	Schedule professional development during planning periods & Tuesday's faculty meetings to monitor...	Jackson, Willie	8/14/2017	PD sessions, IPDP, sign-in sheets.	5/31/2018 biweekly
G1.MA1 M378837	Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities	Jackson, Willie	8/21/2017	Parental involvement log -- improved student preparation, attendance, and classroom behavior	5/31/2018 every-2-months
G2.B1.S3.MA1 M378843	CWT & observations	Jackson, Willie	8/14/2017	Written feedback from CWT & observations	5/31/2018 daily
G2.B1.S3.A1 A354944	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology &...	Commodore, Shirley	8/14/2017	PDs and IPDP - progress monitoring	5/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** To have at least 35% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 45% of the students will make learning gains.

### **G1.B3** Student conduct interferes with the learning process

**G1.B3.S1** Structured mentoring and career awareness programs have been implemented to assist with modifying inappropriate classroom behavior and increasing awareness of future career opportunities available to them in order to reduce inappropriate behavior, increase the desire to learn, and build self-confidence.

#### **PD Opportunity 1**

The school will implement a mentoring/career program to identify and focus on the critical needs of the students, which will include providing educational activities, resources, counseling, and incentives to improve behavior and increase learning.

#### **Facilitator**

Sylvia Jackson, Director of Secondary Education

#### **Participants**

Catina Simmons-Russ, JoLynda Wright, Kim McNeal, Melinda Tindall, Sanura Fraizer, Sabrina Allen, Charlotte Gonzalez, Shannon Glynn, Christina Smith, Marvin Thomas, Milca Joseph, Megan Nelson, Sharise Habersham, Akeisha Mandela, Shavon Edwards, Sarah Williams and Patrick Hodges

#### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018



**G2.** To have 40% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 50% of the students will make learning gains.

**G2.B1** Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards

**G2.B1.S1** 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year (on-going).

### **PD Opportunity 1**

Provide ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

#### **Facilitator**

Principal, APC, Reading Coach and Teachers

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**G2.B1.S2** 2) Provide specific feedback by strand and item analysis of assessments to students and parents on a continuous basis

### **PD Opportunity 1**

Schedule professional development during planning periods & Tuesday's faculty meetings to monitor progress towards meeting goals.

#### **Facilitator**

State, district and school level trainers

#### **Participants**

Victoria Hill, Rashid Ormsby, Carrie Price, Shirley Commodore, Frederic Hussein, Judith Mandela, Marvin Thomas, Christina Smith, Patrick Hodges, Akeisha Mandela and administrators

#### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**G2.B1.S3** 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting

**PD Opportunity 1**

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Incorporate content vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

**Facilitator**

APC, Math Chair/Coach, Math Teachers

**Participants**

All Teachers

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B3.S1.A1</b>	<b>The school will implement a mentoring/career program to identify and focus on the critical needs of the students, which will include providing educational activities, resources, counseling, and incentives to improve behavior and increase learning.</b>				<b>\$54,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	131304-CONSULTING	0211 - James A. Shanks Middle School	Title I, Part A		☐15,000.00
			<i>Notes: Kagan Strategies in-service will be provided school-wide for student engagement.</i>			
	1141	140-Substitute Teachers	0211 - James A. Shanks Middle School	General Fund		☐14,000.00
			<i>Notes: Substitute teachers will be provided to cover for teachers during in-service training throughout the year.</i>			
	1140	330-Travel	0211 - James A. Shanks Middle School	Other		☐25,000.00
			<i>Notes: Incentives such as field trips, awards, certificates, educational as well as social activities, and other resources will be provided to modify behavior.</i>			
	1140		0211 - James A. Shanks Middle School			☐0.00
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Provide ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.</b>				<b>\$30,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0211 - James A. Shanks Middle School	Title II		☐30,000.00
			<i>Notes: Additional funds from Title I funds will be used for some professional development expenses during the year.</i>			
<b>3</b>	<b>G2.B1.S2.A1</b>	<b>Schedule professional development during planning periods &amp; Tuesday's faculty meetings to monitor progress towards meeting goals.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0211 - James A. Shanks Middle School	Title I, Part A		☐3,000.00
<b>4</b>	<b>G2.B1.S3.A1</b>	<b>Develop/implement MAFS lessons that differentiate mathematical instruction using Technology &amp; Cooperative Learning. Incorporate content vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

**Gadsden - 0211 - James A. Shanks Middle School - 2017-18 SIP**  
*James A. Shanks Middle School*

			0211 - James A. Shanks Middle School	Title I, Part A		□2,000.00
<b>5</b>	<b>G2.B3.S1.A1</b>	<b>Develop a master schedule which will afford more time on task for learning within the regular school day.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$89,000.00</b>

Gadsden County Schools

# West Gadsden Middle School



## 2017-18 School Improvement Plan

## West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School 4-8	No	0%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

### School Grades History

Year  
Grade

### 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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for West Gadsden Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - 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 Middle 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: The School Base Leadership Team will 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 schoolwide 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: The Principal will use 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 will implement and monitor 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. On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.
- 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.
- 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:

- The 21st Century Community Learning Center after-school program has recently been launched for two hours, four 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 for 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.
- The school Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
- The school 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.
- The school 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
- The school Provides separate guidance counselors and services for both elementary and middle school students.
- The school promotes a college-going culture through preparing our students to be College and Career Ready. (developing aspirations, enrichment and extracurricular engagement, college and career discussions)
- 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.
- Administration clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies.
- Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.
- 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.
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.) additionally to communicate with parents.

**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 Middle 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 within 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**

West Gadsden Middle has two school counselors who share the responsibility of working with students in grades 4th-8th and 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 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 that prevent academic and social success.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

West Gadsden's Early Warning System signals whether students are off-track through their attendance, behavior, and course/standardized testing performance. The Early Warning System focuses on absenteeism, student failure rate, student behavior, and pass/failure rate of standardize testing.

**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	3	9	10	4	5	3	2	36
One or more suspensions	0	0	0	0	0	0	1	92	122	118	78	50	27	488
Course failure in ELA or Math	0	0	0	0	0	0	1	4	5	13	12	11	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	93	80	99	40	36	0	0	348

**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	50	50	0	0	0	0	0	100

**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, mathematics and writing, Go Math, Acaletics, CPALMS lessons and resources; Parent notifications for students identified ; and counseling sessions for students, and intensive courses. The Administrative team and school counselors meet with parents and students in which students' grades and performance are discussed. Interventions to close students' learning gaps related to earning warning system are also provided. Lastly, district initiatives such as 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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 Middle School builds and sustains partnerships with the local community by hosting Open House and Back to School evening events; Parent Expos (at least three times annually); School



Advisory Council and School Improvement Meetings; Title I Parent Involvement Training and Meetings (at least six times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, and Family Literacy Night. Volunteers and business partners are invited to attend all events. Occasionally, selected community business persons are requested to come and discuss ways they can support the school in its initiatives.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Jackson, Sonya	Principal
Moody, Cheryl	Assistant Principal
Pace, Rocky	Assistant Principal
Williams, Shannon	Other

**b. Duties**

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

The Principal meets with the leadership team on a monthly basis to discuss academic, discipline, and attendance issues. Team members take back the information from the Leadership Team meetings to their grade levels and departments. Members of the Administrative Team perform walk-throughs weekly and provide immediate feedback for plan of action. The team also attend and plan common department meetings.

Additionally, the Leadership Team meets with the SAC 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.

**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 Leadership Team will function accordingly using the Problem-Solving Method as follows:

- Step 1. The team defines the problem by determining the discrepancy between what is expected and what is occurring.
- Step 2. The team analyzes the problem using data (attendance, discipline, academics) to determine why the discrepancy is occurring.
- 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.
- Step 4. Use progress monitoring data (attendance, discipline, academics) to evaluate the effectiveness of the intervention plan based on the student’s response to the intervention plan.

Some of the resources West Gadsden Middle School utilize include the current textbook adoptions aligned with ELA and Math standards. CPALMS is also used to align instruction to the standards. An additional resource like Edgenuity is being used to provide students the opportunity to recover credits that will help students stay on target for graduation. Training has been provided to teachers on the IReady Reading, IReady Math, and Acaletics. These programs targets reading and math instruction. We also utilize Edivate as a necessity for instructional training and Professional Development. Teachers utilize complex texts to engage students in rigorous reading passages which includes analyzing and synthesizing of higher order questions. Administrators monitor instructional practices utilizing a weekly rotational walk-through schedule. The school is also being monitored by the Turnaround Team that supports academics and student performance at West Gadsden Middle School.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Sonya Jackson	Principal
Shelanda Shaw	Parent
Leydia Alvarado	Parent
Michael Isaac	Business/Community
Annette Vickers	Teacher
Daniel Mecedo	Student
Alex Aguin Ortiz	Student
Jaylin Isaac	Student
Claretha White	Business/Community
Laura Cayetano	Parent
Ofelia Ortiz	Parent
Kahryn Boykin	Parent
Bridget Copeland	Parent
Barry Corker	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Based on the SACS review the school did not meet all of the goals that were set forth in the plan.

*b. Development of this school improvement plan*

The School Advisory Council provides support and input into the development of the school improvement plan. They also help to monitor student progress and operational affairs of the school. Periodically the council assists in making necessary corrections and updating of the plan.

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



The School Advisory Council meets quarterly to discuss the progress of the school and prioritize projects as well as teachers requests for funding to meet specific goals. In addition, the council in conjunction with the principal serves to approve budget expenditures of the School Improvement Funds.

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

A budget was created last year, however none of the funds were allocated.

**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

yes

**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
Jackson, Sonya	Principal
Moody, Cheryl	Assistant Principal
Williams, Shannon	Instructional Coach
Taylor, Michelle	Instructional Media

**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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### **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. All faculty actively participates in Professional Learning Communities (PLC) and ongoing Professional Development (PD). 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 Wednesday 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, the majority of teachers have common planning daily.

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

Newly hired and beginning teachers are provided with a faculty/staff handbook that aligns with the school's mission and vision. During pre-planning week, teachers attend extensive trainings and work collaboratively with their subject/departments. Teachers are placed on various committees and receive support from veteran faculty and staff members. They are also assigned a mentor which provides new teachers with a go-to-person for questions, concerns, and support.

The Reading Coach 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.

School-level administration and district-level administrators will provide ongoing, high-quality, jobembedded professional development that is aligned to the school's instructional program and designed to ensure staff is equipped to facilitate effective teaching and learning. The school will take advantage of Job Fair opportunities provided by Tallahassee Community College, Florida State University, Florida A&M University, and/or Workforce Development.

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

West Gadsden Middle School teacher mentoring program participate in the programs that the Gadsden County School 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.

## 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 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 Turnaround Team. 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**

West Gadsden Middle School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first grading period of school, all students are given baseline assessments in English/Language Arts, reading, mathematics, social studies, and science. The data provided from these assessments will be used to differentiate instruction based on proficiency level. After the baseline assessments, teachers will give bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Students who are performing at a low proficiency level will receive response to intervention specific to their needs during MTSS. The grade level and department teams will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

**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:** 20,400

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.

**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**

Jackson, Sonya, jacksonsonya@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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**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 extracurricular 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 4th through 8th graders, a registration drive is held to prepare for the upcoming year. Student transcripts are reviewed to ensure that they remain ontrack 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.

## **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**

NA

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

NA

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

NA

**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**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### **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.

NA

## **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.

NA

## **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.** By the end of the 2017-2018 school year, 50% of the students in grades 4th-8th will score a level 3 on the FSA in Reading.

## 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.** By the end of the 2017-2018 school year, 50% of the students in grades 4th-8th will score a level 3 on the FSA in Reading. **1a**

 G094343

**Targets Supported** **1b**

Indicator	Annual Target
	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Core Reading program not being aligned with the FSA.
- Insufficient time spent actively engaged with text on a daily basis.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Additional Reading lab
- I-Ready
- Curriculum Framework
- Supplemental materials
- Professional development

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

Monitor district assessments, I-Ready diagnostics (3 times a year), and weekly standards mastery.

**Person Responsible**

Shannon Williams

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Walk-through, lessons plans, I-Ready weekly reports, and data chats

**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



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

Total:	\$0.00
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Gadsden County Schools

# Gadsden County High School



## 2017-18 School Improvement Plan

## Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

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

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2016-17 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p>

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Gadsden County High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Comprehensive Support & Improvement - Dmt



## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 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: School-Based Leadership Team (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 School

- Selected faculty and staff members are required to attend morning duty in courtyard, parent pick-up, cafeteria, and bus ramp.
- 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.
- Three Security Guards and School Resource Officer are present during the full school day.
- Two or more members of the Administration are also present in the AM to ensure students' safety.

During School

- Three Security Guards and School Resource Officer are both present during the full school day.
- All five members of the Administration are also present throughout the day to ensure students' safety.
- A mentoring program for ESE students called Check and Connect is active
- 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

- The 21st Century Community Learning Centers after-school program is in place for three hours, three days per week. 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:

- Infuse our brand in all that we do (B.I.O.N.I.C. - Believe It Or Not, I Care)
- SRO is present for all after-school activities including the 21st Century After-school program
- 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
- 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 per grade level classification
- 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.
- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (weekly 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**

Gadsden County High School follows the District's Student Code of Conduct for managing students' behavior. The policy 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 within 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. 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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
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

**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 CPALMS lessons and resources, parent notifications for students identified, counseling sessions for students, and intensive courses. The Administrative team and the senior counselor hosts senior meetings with parents and students, in which grad checks are discussed. Interventions to close student need gaps related to earning

warning systems are also provided. Lastly, district initiatives such as the 21st-Century after-school program are used for state and national assessments tutorials. To add, credit recovery classes are offered using Edgenuity during and after school.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP 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

Gadsden County High School builds and sustains partnerships with the communities by hosting Open House and Back to School 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

### 1. School Leadership Team

#### a. Membership

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



Name	Title
Fisher-Jackson, Juliette	Principal
Jones, Pamela	Assistant Principal
Stokes, Maurice	Assistant Principal
Cummings, Kimberly	Instructional Coach
Dowdell, Keith	Assistant Principal
Gaines, Rebecca	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Dortch, Prudence	Teacher, K-12
Johnson, Gregory	Teacher, K-12
Black, O'Hara	Teacher, K-12
Presha, Renae	Teacher, Career/Technical
Thomas, Linda	Teacher, ESE
Harris, Ronte	Teacher, K-12

**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:

Juliette Fisher-Jackson- Principal

Duties: Florida Standards implementation, Accountability, Accreditation, Auditors, Budget, Business Partners, Differentiated Accountability, Ethics, Equity, Faith-based Partners, Finance, Florida Partnership, FTE, Graduation, Grants, Grievances, Hiring, Labor Relations, Leadership Development, Parent and Community Outreach, Parent Involvement Plan, Payroll, Personnel, Public Relations, SAC/PTA, School Choice, School Improvement Plan, Sexual Harassment, Staffing Plan, Strategic Plan, Title 1, Volunteers, Nurses and Medication Administration, OSHA Contact

Maurice Stokes- Vice Principal of Professional Learning

Duties: Florida Standards implementation, 21st CCLC supervision, Mathematics instruction, Non-instructional Staff, Positive Behavior Support, SESIR, SREOY, Technology, Data Analysis, Professional Development, Instructional Challenges, TOY/RTOY, Rtl/MTSS, School Improvement Plan

Pamela Jones- Vice Principal for Curriculum

Duties: Florida Standards implementation, English/Language Arts, Academic Challenges, Data Analysis, Adult Education Referrals, Advanced Placement Program, Assessment, College Readiness, Computer Labs/Laptop Carts, Textbooks, Community Service Hours, Curriculum, Dropout Prevention, ESOL, Florida Virtual School, GED Referrals, Grade Submission and Review, Guidance, Home Education Referrals, Hospital/Homebound, Instructional Materials, Master Scheduling, Migrant Students, Parent Conferences, Pupil Progression Plan, Professional Development, Recognitions,

Registration, Report Cards/Progress Reports, RtI/MTSS, Substitute Teachers, Career and Technical Education, Awards and Rewards

Rebecca Gaines- Vice Principal of Operations

Duties: Bell Schedule, Building Inspections, Master Calendar, Lunch Schedule, Assemblies, Dual Enrollment, Guidance, Exceptional Student Education, Field Trips, Master Scheduling, Registration, RtI/MTSS, Vocational Rehabilitation

Keith Dowdell- Vice Principal of Student Services

Duties: Athletics, Attendance, Custodial Services, Discipline, Duty Roster, Emergency Drills, Maintenance, Parking Permits, Radios, Safety and Security, Student Activities, Suicide Threat Assessment, Transportation, Truancy, Student Services, Students in Transition (Homeless), RtI/MTSS

Kimberly Cummings- Instructional Coach

Duties: Florida Standards, 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, 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.
- 6) Instructional Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs 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
Juliette Fisher-Jackson	Principal
Emmanual Sapp	Business/Community
Angela Burgess	Business/Community
Charles Flowers	Parent
Titus Deas	Business/Community
Charles Morris	Business/Community
Latasha Porter	Parent
Mimi Robinson	Parent
Evelyn Green	Parent
Sheila Robinette	Parent
Tashebia Roberts	Parent
Gekettia Harris	Education Support Employee
Julius Harris	Parent
Delfina Ortiz	Parent
Lucino Cervantes	Parent
Jade Franklin	Student
Tameka Lightfoot	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The evaluation of the 2016-2017 School Improvement Plan is pending from the district.

*b. Development of this school improvement plan*

In July 2017, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In August 2017, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2017 meeting. Throughout the school year the School Advisory Council is continually provided with updates on the instructional program at Gadsden County High School

and their feedback is solicited for any modifications throughout the school year. (Sign-in sheets and agendas are available for review.)

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

The school's annual budget and plan are shared for input and discussion at the first meeting the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings.

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

There were several schools who (by virtue of their being a focus/priority school under DA) were allocated SIG 1003a dollars. Specifically EGHS was allocated \$62,903 of the money (based on per pupil division of funds). The funding was spent primarily on PD and some on Rensselaerville Institute to provide support during the summer months in preparation for the school year.

PD included two strategies:

\*Increase PD in data analysis and technology to address new standards, new levels of rigor expected, and new state proficiency levels (to Level 4).

\*Increase PD in Reading/ELA because of the expanded rigor of new state standards and new state assessment proficiency levels

Particulars of the PD included PD in Achieve 3000; Edgenuity; Performance Matters/Unify; Marzano; and DA Institutes.

Particulars of the bulk of the money are in your Scope of Work with Rensselaerville Institute to identify turnaround recommendations, structures necessary to determine readiness and capacity of the school to meet student achievement targets; evaluation of assessments and teacher quality; and to develop a tiered intervention plan (accomplished through the first conference using data analysis).

**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
Fisher-Jackson, Juliette	Principal
Cummings, Kimberly	Instructional Coach
Jones, Pamela	Assistant Principal
Gaines, Rebecca	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Nogowski, John	Teacher, K-12
Kenon, Aayana	Teacher, K-12
Galloway, Tireshia	Teacher, K-12
Baker, Sharita	Teacher, K-12
Smith, Kaloma	Teacher, K-12
Berry, Prance	Teacher, K-12
Combs, Eugenia	Teacher, K-12

## b. Duties

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

The initiative for the 2017-2018 school year is to provide rigorous literary comprehension and textual analysis throughout all classrooms to meet the needs of our diverse student needs in all classrooms. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 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 (PLC). 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 (each Tuesday), 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. PLC opportunities will focus on professional development activities, teachers building rapport, high yield teaching strategies, and creating project-based learning activities.

## **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**

Gadsden County High School uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. Teachers will receive ongoing opportunities and professional learning 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. The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, reading pacing guides, and district assessments (developed and/or scanned in Performance Matters) for additional alignment. 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 Specialists. 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**

Professional Learning Communities allow teachers to participate in weekly meetings to review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the literacy coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, a Instructional Coach/District Specialists and school-based Leadership Team to assist with teacher professional development, plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with

data to identify areas in which additional follow-up coaching is needed. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of class visits. The Instructional Coach works side by side with teachers to enhance instruction. The Instructional Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

**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. Provide an alternative method for students to take advantage of a flexible schedule to complete course forgiveness or original course credit to meet the requirements for graduation.
5. Integrate technology
6. Provide homework help
7. 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**

Stokes, Maurice, stokesm@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. In addition, attendance reports will be utilized to track how frequent students are attending the program.



**Strategy:** Extended School Year

**Minutes added to school year:** 5,760

Gadsden County High School offers an extended summer school for the exceptional education students. The inclusion students work on credit recovery and academics. The low cognitive impaired students focuses on retention of learning and recouplement and recovery of information.

6 hours/day \* 4 days/week = 24 hours/week  
24 hours/week \* 4 week = 96 hours total  
96 hours = 5,760 minutes total

**Strategy Rationale**

Without ESY services, there is a significant likelihood of substantial regression of critical life and academic skills. Critical life skills caused by the school break, and a failure to recover those lost skills in a reasonable amount of time following the school break.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Gaines, Rebecca, gainesr@gcpsmail.com

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

Student progression rate and percentage rate will be monitored during the program to ensure students are making progress. Critical life skills will be monitored by the personnel.

**Strategy:** Summer Program

**Minutes added to school year:** 6,240

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***

Students can receive instruction, remediation and opportunities to complete course forgiveness, which will allow students to complete graduation requirements on time.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Stokes, Maurice, stokesm@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. In addition, attendance reports will be utilized to track how frequent students are attending the program.



**Strategy:** Summer Program

**Minutes added to school year:** 6,240

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 students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Gaines, Rebecca, gainesr@gcpsmail.com

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

The course instructors collect the sign in sheets and participants test scores are compared to their previous EOC score.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

#### **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, 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. 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***

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. 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.

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 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**

The school offers students elective courses in fine art, business, technology and career studies. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant.

Gadsden County High School offers the following CTE programs:

- Digital Design (DreamWeaver, Flash, Photo Shop, Premier, AutoDesk)
- Digital Media (Adobe Certification in Photo Shop)
- Finance (Microsoft Certification)
- Bio Med Sciences Academy (Bio Med Technician Certification)
- Culinary Arts (ServSafe Certification)
- Criminal Justice Operations
- Agritechnology

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.

\*\*\*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.

\*\*\*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.

\*\*\*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.

\*\*\*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>.

\*\*\*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).

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

Gadsden County High offers seven (7) 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. GCHS 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
- 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 9-12.



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

Gadsden County 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, 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 eight to thirteen 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.

GCHS will also be working with the district's Parent Services Department to improve student readiness for the post-secondary level. If students have not meet the requirements for graduation due to the FSA ELA, and Algebra I, 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.

## 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.

## 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.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal.

## 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.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal.

1a

G092713

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	50.0
Math Lowest 25% Gains	60.0
Geometry EOC Pass Rate	30.0
Bio I EOC Pass	30.0
U.S. History EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	80.0
CTE Industry Certification Exam Passing Rate	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students.
- A need for professional development in the areas of teaching high yield strategies all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas

**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.
- Rensselaerville Institute

### 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 2017-18 school year.

#### **Person Responsible**

Juliette Fisher-Jackson

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **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 2017-18 school year to monitor progress toward the SMART goals outlined in Step 1.

#### **Person Responsible**

Juliette Fisher-Jackson

#### **Schedule**

On 6/30/2018

#### **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.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal. **1**

G092713

**G1.B1** Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students. **2**

B248634

**G1.B1.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**

S262022

### 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 a policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.

#### Person Responsible

Juliette Fisher-Jackson

#### Schedule

Daily, from 7/1/2017 to 6/30/2018

#### Evidence of Completion

School's website

### 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

Juliette Fisher-Jackson

#### Schedule

Monthly, from 7/1/2017 to 6/30/2018

#### 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**

Rebecca Gaines

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**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: College Financial Aid; Family Literacy; Edgenuity; Curriculum Fair.

**Person Responsible**

Pamela Jones

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Rebecca Gaines

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Skyward attendance and grade records

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

The administrators will track student and parent attendance at quarterly parent meetings.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Parent meeting agendas and sign-in sheets

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

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

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Semiannually, from 8/14/2017 to 6/2/2018

***Evidence of Completion***

Parent survey results

**G1.B1.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

S262023

### 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

Keith Dowdell

#### Schedule

Daily, from 8/15/2017 to 5/31/2018

#### 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

Rebecca Gaines

#### Schedule

Annually, from 8/15/2017 to 5/31/2018

#### 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**

Juliette Fisher-Jackson

**Schedule**

Monthly, from 8/15/2017 to 5/31/2018

**Evidence of Completion**

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

**Action Step 4** 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**

Juliette Fisher-Jackson

**Schedule**

Annually, from 1/1/2018 to 3/30/2018

**Evidence of Completion**

School climate survey results

**Action Step 5** 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**

Juliette Fisher-Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

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



**Action Step 6** 5

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

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**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.B1.S2** 6

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

**Person Responsible**

Keith Dowdell

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Discipline records

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

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

**Person Responsible**

Rebecca Gaines

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Usage and performance reports from iReady and Edgenuity

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

Juliette Fisher-Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Classroom observation data

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

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

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Classroom observation data

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

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

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Progress monitoring data

**G1.B2** A need for professional development in the areas of teaching high yield strategies all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas **2**

 B250015

**G1.B2.S1** Provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals, towards graduation in order to increase the graduation rate. **4**

 S263560

### **Strategy Rationale**

The rationale is to increase student ownership of their academic progress and improve school graduation rate through raising awareness in stakeholder groups.

### **Action Step 1 5**

Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.

#### **Person Responsible**

Maurice Stokes

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

Completed Student Academic Progress sheets

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

Throughout the year, teachers will learn new strategies to increase awareness about graduation requirements. Administrative monitoring will allow for reinforcement and support for those teachers requiring it.

#### **Person Responsible**

Maurice Stokes

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

Classroom walk-throughs and observation of teachers during student data chats.

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

Upon the completion of senior audits, graduation rates will be compared with rates from the previous year.

**Person Responsible**

Rebecca Gaines

**Schedule**

On 6/14/2018

**Evidence of Completion**

Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the student data chats.

**G1.B2.S2** Provide professional development in assessment related format, context vocabulary, textual analysis and other high yield strategies in all content areas so that all teachers can better instruct and assess high order tasks with their students in order to increase the percentage of students passing math, science, language arts and history assessments. 4

 S263592

**Strategy Rationale**

The rationale is rigorous textual comprehension and analysis throughout all classrooms to meet the needs of our diverse student groups in all content areas.

**Action Step 1 5**

Establish a professional development protocol for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.

**Person Responsible**

Maurice Stokes

**Schedule**

Weekly, from 8/7/2017 to 5/4/2018

**Evidence of Completion**

PLC sign-in sheets and minutes

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

Each teacher will complete a survey following their professional development on assessment related format, context vocabulary, textual analysis and other high yield strategies.

**Person Responsible**

Maurice Stokes

**Schedule**

Weekly, from 9/18/2017 to 5/4/2018

***Evidence of Completion***

PAEC In-service reports

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

Observation/walk-through data from pre-strategy implementation and post strategy results will be compared to determine effectiveness of strategy at the classroom level.

**Person Responsible**

Pamela Jones

**Schedule**

Weekly, from 9/4/2017 to 5/4/2018










***Evidence of Completion***

Teacher observations and walk-through documentation

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.A4 A345732	A comprehensive school climate survey will be administered to teachers, students, and parents to...	Fisher-Jackson, Juliette	1/1/2018	School climate survey results	3/30/2018 annually
G1.B2.S2.MA1 M371148	Observation/walk-through data from pre-strategy implementation and post strategy results will be...	Jones, Pamela	9/4/2017	Teacher observations and walk-through documentation	5/4/2018 weekly
G1.B2.S2.MA1 M371140	Each teacher will complete a survey following their professional development on assessment related...	Stokes, Maurice	9/18/2017	PAEC In-service reports	5/4/2018 weekly
G1.B2.S2.A1 A348843	Establish a professional development protocol for staff, issue professional development times,...	Stokes, Maurice	8/7/2017	PLC sign-in sheets and minutes	5/4/2018 weekly
G1.MA1 M367200	Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework...	Fisher-Jackson, Juliette	8/14/2017	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.	5/30/2018 monthly
G1.B1.S2.MA2 M367189	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Fisher-Jackson, Juliette	8/14/2017	Progress monitoring data	5/31/2018 monthly
G1.B1.S2.A6 A345734	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response...	Fisher-Jackson, Juliette	8/14/2017	Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters	5/31/2018 daily
G1.B1.S1.A3 A345724	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate...	Gaines, Rebecca	8/14/2017	Skyward attendance and grade records	5/31/2018 daily
G1.B1.S1.A4 A345725	Parent meetings related to the following topics will be held throughout the school year to promote...	Jones, Pamela	8/14/2017	Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee	5/31/2018 quarterly
G1.B1.S2.A5 A345733	All teachers will implement a rigorous and equitable curriculum that exposes students to...	Fisher-Jackson, Juliette	8/14/2017	2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data	5/31/2018 daily
G1.B2.S1.MA1 M370998	Throughout the year, teachers will learn new strategies to increase awareness about graduation...	Stokes, Maurice	8/7/2017	Classroom walk-throughs and observation of teachers during student data chats.	5/31/2018 quarterly
G1.B2.S1.A1 A348743	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period...	Stokes, Maurice	8/7/2017	Completed Student Academic Progress sheets	5/31/2018 quarterly
G1.B1.S2.MA1 M367188	Through Core Leadership Team meetings each week, the administrative team and instructional coach...	Fisher-Jackson, Juliette	8/14/2017	Classroom observation data	5/31/2018 weekly
G1.B1.S1.MA2 M367187	The administrators will track student and parent attendance at quarterly parent meetings.	Fisher-Jackson, Juliette	8/14/2017	Parent meeting agendas and sign-in sheets	5/31/2018 quarterly
G1.B1.S2.MA1 M367191	The administrative team will monitor discipline records each month to track incidents and...	Dowdell, Keith	8/14/2017	Discipline records	5/31/2018 monthly
G1.B1.S1.MA1 M367186	The administrative team will monitor the frequency of attendance and grade updates made within the...	Gaines, Rebecca	8/14/2017	Skyward attendance and grade records	5/31/2018 weekly
G1.B1.S2.MA3 M367194	The administrative team will conduct weekly classroom observations to examine components in Domain...	Fisher-Jackson, Juliette	8/14/2017	Classroom observation data	5/31/2018 weekly

**Gadsden - 0051 - Gadsden County High School - 2017-18 SIP**  
*Gadsden County High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1  A345727	The administrative team will follow the district's Student Code of Conduct to ensure consistency...	Dowdell, Keith	8/15/2017	Discipline records; counseling notes	5/31/2018 daily
G1.B1.S2.A2  A345728	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the...	Gaines, Rebecca	8/15/2017	Comprehensive Guidance Plan	5/31/2018 annually
G1.B1.S2.A3  A345729	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out...	Fisher-Jackson, Juliette	8/15/2017	Meeting schedules; agendas; sign-in sheets; program websites	5/31/2018 monthly
G1.B1.S2.MA2  M367193	The administrative team and instructional coach will monitor students participating in...	Gaines, Rebecca	8/14/2017	Usage and performance reports from iReady and Edgenuity	5/31/2018 monthly
G1.B1.S1.MA1  M367185	Parent surveys will show an increase in teacher-parent trust and communication.	Fisher-Jackson, Juliette	8/14/2017	Parent survey results	6/2/2018 semiannually
G1.B2.S1.MA1  M371000	Upon the completion of senior audits, graduation rates will be compared with rates from the...	Gaines, Rebecca	5/14/2018	Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the student data chats.	6/14/2018 one-time
G1.B1.S1.A2  A345723	Monthly School Advisory Council meetings will be held both at the school and in the community to...	Fisher-Jackson, Juliette	7/1/2017	School Advisory Council meeting announcements in newspapers, website, and marquee	6/30/2018 monthly
G1.MA2  M367201	Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at...	Fisher-Jackson, Juliette	6/30/2018	Graduation rate; FCAT 2.0, FSA, and EOC data	6/30/2018 one-time
G1.B1.S1.A1  A345722	The principal will establish a policy to encourage parents and community members to share ideas,...	Fisher-Jackson, Juliette	7/1/2017	School's website	6/30/2018 daily

## V. Professional Development Opportunities

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



## VI. Technical Assistance Items

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

**G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal.

**G1.B1** Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students.

**G1.B1.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

Sonya Wilson-Lewis

#### Participants

Teachers

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

## VII. Budget

1	G1.B1.S1.A1	The principal will establish a policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.	\$0.00
2	G1.B1.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
3	G1.B1.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
4	G1.B1.S1.A4	Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: College Financial Aid; Family Literacy; Edgenuity; Curriculum Fair.	\$0.00
5	G1.B1.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
6	G1.B1.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

7	G1.B1.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
8	G1.B1.S2.A4	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
9	G1.B1.S2.A5	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
10	G1.B1.S2.A6	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
11	G1.B2.S1.A1	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.	\$0.00
12	G1.B2.S2.A1	Establish a professional development protocol for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.	\$0.00
<b>Total:</b>			<b>\$0.00</b>

Gadsden County Schools

# Carter Parramore Academy



2017-18 School Improvement Plan

## Carter Parramore Academy

631 S STEWART ST, Quincy, FL 32351

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	100%

### School Grades History

Year	2016-17	2015-16
Grade	I	I

*\*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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Carter Parramore Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

In order to accomplish our vision, Carter-Parramore Academy's Mission is to:

- Continuously and consciously strive to pursue our vision.
- Make all decisions based on what is best for students and education.
- Value faculty and staff participation in the decision making process.
- Provide faculty, staff and students the resources necessary to achieve our vision.
- Support an ongoing process of continuous professional learning.
- Communicate appropriately and honestly while working cooperatively within the district and community.
- Recognize and celebrate student, faculty and staff accomplishments.

All Carter-Parramore Academy students will:

- Meet high academic standards through a coordinated 4-12 curriculum.
- Help contribute to and maintain a safe and positive learning environment.
- Ensure and respect the rights of others.
- Develop a career plan and pathway to help transition to their next steps beyond high school.

All faculty and staff will:

- Offer a safe and positive learning environment.
- Interact positively and communicate appropriately with all students, parents and others.
- Offer a comprehensive, coordinated curriculum.
- Provide opportunities for extended application of learning beyond the classroom.
- Provide prompt feedback to students and parents.
- Make full and efficient use of instructional time.

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

Carter-Parramore Academy will provide a safe, respectful, and inviting educational environment through:

- Positive interaction between staff and students.
- Continuous technology updates.
- Academic rigor and relevance.
- Appropriate student to teacher ratio necessary to allow for quality instruction.
- Consistent policies of attendance and discipline in the belief that these are essential.

#### 2. School Environment

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

Our school's population is built on diverse cultures. We have students of different ethnic groups who study together and function as a unified student body. The teachers are able to infuse their background knowledge into the student body to help foster a positive social awareness climate around the school campus. The process starts from week one when students are acclimated to the alternative school environment. Teachers' expectations are set and classes are designed to blend all races. It is through the development of social activities and community based programs that cultural differences are bridged. This contributes to the success of our school.



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

Creating a safe and secure environment involves multiple facets of a school environment. We provide a positive school climate, establish norms, goals, values, and perform monthly school-wide safety drills. We have established excellent relationships between staff and parents and between staff and students. Additional school support from the community, including security officers, law enforcement and social agencies, has been an instrumental part of our school safety environment. Our standards for a safe school environment are associated with fewer student behavioral problems, increased academic success and higher rate of staff retention.

Our school is monitored with school cameras and security officers hours before school starts until hours after the school day has ended. All of these factors help to minimize disruptions and distractions. They help to promote an orderly and safe environment.

**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**

The core value system for student behavior is found in the student code of conduct book. The student code of conduct book is developed through the Gadsden County Schools District Office. The code of conduct book gives clear reference points for school wide infractions from minor to major. Carter Parramore Academy also has in place a school wide action plan. This plan has steps to follow from step one through step five. It gives references to inappropriate behaviors and the consequences. The school also utilizes a behavioral management form. This form is a teacher friendly form for parent contact for minor infractions for parental involvement. To notify parents of behavior problems with students, discipline referral are placed in our student base management system, "SKYWARD", where parents/guardians can access this information by logging in to the parent portal.

**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**

- The school utilizes a variety of services. For instance, the District's ESE department provides the school with personnel such as a speech and language pathologists, behavior specialists, counselors, school psychologists and program specialists. CPA has two campus based mentoring programs--- the "Brotherhood of Respect" (males) and the "Royal Leaders of Tomorrow" (females). Additional and external supports include the following organizations:

Capital City Youth Services □ Counseling for a variety of issues

Disc Village □ Counseling for substance and anger management

Apalachee Mental Health Center □ counseling services

Florida Youth Challenge Program - Credit Recovery, Graduation in 5.5 months, mentoring, counseling, and discipline

Parent Expo(s) □ Parents, Students and Teachers/Staff collaboration time

School Advisory Council- Select Staff Members, Parents, Students and Community Leaders working to

guiding the school toward continuous improvement.

In-School Suspension Program - Behavior Management

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

CPA's Early Warning System focuses on attendance, suspensions, failure rate in English Language Arts or Mathematics classes and scores on statewide standardized assessments in English Language Arts or Mathematics. Data will come from the following:

- Students with attendance below 90 percent
- Students that had one or more suspensions
- Students that have failed courses in English Language Arts or mathematics
- Student that scored a Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics

**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	1	5	7	13	11	14	51
One or more suspensions	0	0	0	0	0	2	15	15	29	29	57	49	37	233
Course failure in ELA or Math	0	0	0	0	0	0	0	1	5	13	17	21	9	66
Level 1 on statewide assessment	0	0	0	1	1	11	12	13	19	29	31	31	17	165

**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	2	12	13	19	13	31	21	17	128

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

- Documented parental notifications
- Mindset: The New Psychology of Success by Carol S. Dweck, Ph.D. (Book study)
- Conscious Classroom Management: Unlocking the Secrets of Great Teaching by Rick Smith (Professional Learning training)
- Response to Intervention (Multi-Tiered System of Supports)
- Modified curriculum of coursework in academic content areas
- Edgenuity courseware which offers a full suite of core curriculum, honors, elective, dual credit, and concept and credit recovery courses
- TEST READINESS □ preparation for high school equivalency exams and important high-stakes tests, including the GED, SAT, ACT, and state tests using Edgenuity Virtual Tutor courses
- Adherence to the District Attendance Policy
- District Social Worker (for truancy)
- Partnerships with external agencies (Gadsden County Juvenile Court System, DJJ, Gadsden County Probation Office, etc.) as intervention for deterring and reducing the number of unexcused absences and out of school

suspensions  
- Waivers for ACT and SAT

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/492715>.

**2. Description**

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

**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**

Carter-Parramore Academy is in the process of building a sustainable Business Partner Program with local businesses serving as partners for the school. The school has appointed a committee to serve as the Business Partner Liaison for the purpose of securing partners and developing activities that would benefit the students and their achievement. This will also allow local businesses and community partners to connect to the student clientele.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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

Name	Title
West, Pauline	Principal
Griffin, Edgar	Administrative Support
Henderson, Stacy	Teacher, K-12
	Principal
Williams, Ronnie	Teacher, ESE
Grant, Myra	Assistant Principal
Harrell, Frances	Administrative Support
Kirkland, Nahketah	Instructional Coach
Gunn, Jeanne	Guidance Counselor
Sherman, Tammy	Instructional Coach

## b. Duties

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

Key members are below; however, additional members may join the team at various stages depending on the situation and/or individual's role and responsibility in the district/school.

Administrative team includes Pauline West and Myra Grant -Facilitates and schedules meetings and guides the team through the problem-solving process (of developing and implementing SIP).

Administrative Support and Office Manager, Frances Harrell - Recorder and record-keeper (all plans, rosters, minutes, and participants)

Guidance Counselor, Jeanne,Gunn - Meets with the referring teacher(s) prior to the initial RTI Team meeting to review the teacher referral form(s), clarify teacher(s) concerns; decide what additional data should be collected on the students; handles follow-up with the referring teacher(s) after meeting to check that the intervention plan is running smoothly.

Behavior Specialist, Edgar Griffin - Interventionists and liaison for students and supportive student services; charts early warning data

General Education Teacher, Stacy Henderson- Provides information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Universal Interventions), collaborates with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrates Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions.

ESE teacher, Ronnie Williams - Participates in the data collection phase; also, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers, especially through co-teaching.

ESE Program Specialist, Millie Anderson - Serves as a resource person for interventions and evidenced-based strategies in working with all students, teacher, and parents; assists with the responsibility of keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.

Reading and Instructional Coaches, Nahketah Kirkland and Tammy Sherman - Identifies appropriate, evidenced-based intervention strategies; assist with the whole school screening programs 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, provide and participate in professional development, and provide support for assessment and implementation monitoring.

Responsibility for development of an appropriate intervention plan that provides solutions for the problem(s) rests upon this body.

### **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 Rtl Leadership Team includes the Principal, Assistant Principal, Behavior Specialist, Guidance Counselor, Teachers, ESE Teacher, Program Specialist, Reading and Instructional Coaches. As

needed, Speech Language Pathologist, School Psychologist, and Parents are included.

Based on school-wide data as well as that of individual students, the team utilizes a tiered approach to interventions. The RtI/MTSS process is implemented school-wide with referrals for students who might be in need of more individualized interventions. Instructional coaches and teachers use academic and early warning system data to identify those who are in need of and Math, disciplinary and truancy interventions. The RtI/MTSS team recommends a series of interventions that may include counseling, mentoring, truancy meetings, and academic enrichment activities.

The District supports the school with funding for addressing school-wide initiatives beyond budget constraints and provides support from district-level staff as needed.

Title I, Part A resources and services will be used to help students achieve a high-quality education and acquire the skills necessary to be successful beyond graduation. Requested resources will be used to hire teachers, provide teacher training, and pay for stipends that focus on raising student achievement levels. Professional development activities, ELL and Reading Competencies, will be provided for the faculty members who are currently teaching in core academic areas other..

Through the Title I, Part C-Migrant Education Program (MEP), funds, services and supports for students and parents have already been satisfied through the District. Because migrant students have the same risk factors as other minority students in our district and face additional challenges because of their frequent moves, we have established a partnership for liaison and academic services on a needs basis with local office (Migrant Office) for after-school and week-end tutorials and ESOL/ELL strategies classes. The Panhandle Area Education Consortium (PAEC) along with the District also promotes the coordination of educational and support services including the timely transfer of academic records.

The District provides funds through Title I, Part D from the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk that support our efforts to improve educational services for students to: have the opportunities to meet the same challenging State academic content standards that all children are expected to meet; make a successful transition from institutionalization to further schooling; prevent them from dropping out of school; and assist dropouts or youths returning from correctional facilities with the follow-up services they need to continue their education as they transition to the regular school program.

Title II funds, through the District, have been used and will continue to be used for developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers (particularly the annual job fair and the beginning and new teacher induction program). We propose to provide professional development activities to support Florida standards assessment implementation training for the entire faculty. As a low performing school and the District's alternative school site, we also use funds to improve student academic achievement through the infusion of innovative and engaging technology-based learning tools and programs. Technology-based programs for teachers and students include Edivate (professional development), Performance Matter (assessment and progress monitoring), and Edgenuity (course credit recovery).

While less than 1% of the students in the school are English language learners, Title III services are provided to help ensure that they become English proficient and master the same challenging state/district academic content and standards as all other students.

Title I □ funds are used to help eliminate barriers for education the District Homeless Education Liaison works with the school to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, funding provides health and academic referrals as well as vouchers for resources such as,

but not limited to shoes, transportation, and school physicals. The school will continue to seek Title I assistance through the Parent Services Department to provide resources (clothing, tutorials, social services referrals --- medical, dental, mental, domestic violence, etc., school supplies, etc.) for students identified as homeless under the Mc-Kinney-Vento Act to eliminate barriers for a free and appropriate education.

The school offers a number of preventative non-violence measures to combat violence among its students including the following: partnerships with local law enforcement agencies; the teen court program; a school resource officer; three security officers; and behavior specialist/part-time court liaison; counseling services (through Disc Village, CCYS and Apalachee Mental Health Center); implementation of the district student code of conduct manual, including a bullying policy; restrictive use of cell phones on campus; faculty and staff duty assignments during school; and the wearing of school uniforms.

The school participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) which assist the district through a grant in providing nutritious meals to children free regardless of economic status. All students are encouraged to participate to minimize the stress and anxiety often associated with hunger during the school day.

Through grant funding and a partnership with the Gadsden Technical Institute and Tallahassee Community College, students in grades 10 - 12 are allowed to enroll in programs such as Adult Education, Automotive Service Technology, Barbering, Carpentry, Cosmetology, Drafting & Design, Facial Specialty, Nail Specialist, Pharmacy Technician, Power Equipment Technologies, Practical Nursing, and Welding Technology.

## 2. School Advisory Council (SAC)

### a. Membership

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



Name	Stakeholder Group
Tony Hannah	Business/Community
Hakim Smith	Business/Community
Arrie Battles	Business/Community
Frances Harrell	Education Support Employee
Charles Flowers	Business/Community
Angela Phillips	Parent
Pauline West	Principal
Emanuel Sapp	Business/Community
Avonette Henry	Parent
Edgar Griffin	Education Support Employee
Nahketah Kirkland	Teacher
Jeanne Gunn	Education Support Employee
Evelyn Rollins	Business/Community
Nancy Sierra	Business/Community
Kaleena Bright	Parent
Trevon Davis	Student
Kenya Ray	Student
Latodd Dukes	Parent
Keysha Evans	Parent
Ladrecia Figgers	Parent
Simone Smith	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

Based on the School Advisory Council's review, Carter-Parramore Academy did not not meet all of the goals that were set forth in the plan. The SAC committee will receive an update quarterly on the School Improvement Plan and will have the opportunity to provide input, ask questions, or offer guidance. The prior year's school improvement plan will be reviewed at the SAC meeting in September 2017.. The school will solicit input on the results of meeting the goals of the SIP and use this evaluation when forming the SIP for the current year.

#### b. Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation of the results of the school improvement plan. The SAC reviews relevant data, identifies problem areas, develops improvement strategies, and monitors their implementation. Goals for the current year were generated by school instructional coaches along with school administration. The plan was brought to the SAC committee for review, recommendations, and approval.

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

The School Advisory Council will meet quarterly and/or on a as needed basis to discuss the progress of the school and prioritize projects as well as teachers requests for funding to meet specific goals. Additionally, the Principal, in conjunction with the council, plans and approves expenditures of the annual budget.

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

SAC funds were used to support initiatives related to the goals of the school as well as to fund teacher requests that are in line with the goals of the SIP. The amount budgeted was

**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
West, Pauline	Principal
Grant, Myra	Assistant Principal
Gee, Wendy	Teacher, K-12
Williams, Ronnie	Teacher, ESE
Chandler, Tamaria	Teacher, K-12
Kirkland, Nahketah	
Paschall, Edward	Instructional Technology
Sherman, Tammy	Instructional Coach
Sawyerr, Barbara	Instructional Media
Henderson, Stacy	Teacher, K-12

**b. Duties**

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

Major initiatives include the following: initiating literacy activities across the curriculum; school-wide writing (augmentative and note-taking); engaging in peer coaching; conducting mini-workshops throughout the year; book studies; visiting schools who have had success with similar concerns; attending workshops/conferences on topics; modeling lessons in classrooms; analyzing and reviewing data; and sharing and reporting data.

The school-based LLT will be responsible for the task of monitoring the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom.

The LLT will also assist in building capacity of reading knowledge within the school and focus on



areas of literacy concern such as the following:

- Ensuring text complexity along with close reading and rereading of texts is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Carter-Parramore Academy is a school where teachers collaborate and provide real-life modeling of academic success in all subject areas. This dynamic creates a great environment for student learning. Teachers are encouraged to plan and work together in order for students to reap the benefits of academic excellence. Effective communication, development of shared meaning, improved teacher efficacy, a sense of belonging and enhanced understanding of students are strategic means that foster collaborative planning and instruction. Teachers embrace the theory that the most effective way to achieve true collaboration is best achieved through a structured process for exchanging insights and content. This factor promotes a positive working relationship between teachers and facilitates a great learning environment.

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

1. Each teacher will complete a Deliberate Practice Plan (highlighting goals, strategies, and professional development needs) through Edvocate online. Regular meetings with new and returning teachers will be scheduled to insure that teachers receive assistance to perfect their crafts. (Principal Pauline West)
2. The leadership team will provide support for all instructional personnel. Newly hired and beginning teachers will be 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 to assist with academic planning/teaching, strategies/resources, and classroom management. ( School Administrative Leadership Team)
3. Emerging and struggling faculty (less than 4 years of successful teaching experience) will be given coaching plans. The reading (English/Language Arts) coaches will provide the data, instructional focus materials, and coaching/modeling/training assistance as needed throughout the year. The administrative team will provide assistance through professional learning throughout the year for all teachers.
4. The administrative team will provide routine observations (CWTs) with feedback and use data to guide the overall instructional delivery and assessment processes (Principal Pauline West, Assistant Principal Myra Grant, and Instructional Coaches (Nahketah Kirkland and Tammy Sherman).
5. Prior to first week of employment, the Human Resources/Professional Learning Departments hosted an orientation workshop for new hires to formally welcome them to the district's way of work; complete necessary induction forms, application, email apps; register for and practice using district communication tools such as Skyward and Performance Matters. Certification/licensure processing was also provided for those requiring temporary and/or permanent issuance of teaching certificates (District Human Resources, Professional Learning Director, Secondary and Elementary Directors)
6. To effectively recruit a pool of high-quality candidates, the school's leadership team plans to use the following best practices in recruitment to guide our recruitment efforts:
  1. Develop and use compelling marketing messages and materials to emphasize the school's highlights and attract top teaching talent.

2. Use district recruitment funds strategically.
  - a. Target high-yield online recruitment sources that deliver a high return on your investment to reach a larger audience and yield better results than print sources (e.g. online teacher-specific recruitment sources like Teachers-Teachers.com.)
  - b. Attend education recruitment fairs sponsored by area universities/colleges, PAEC and FLDOE, and CareerSource Capital Regional. Interview on-site.
3. Remain open to recruiting different types of teachers to expand hiring possibilities. Refrain from recruiting just local teachers or only those who are already certified. Realize the best teacher can come from a neighboring state or be a career changer seeking new employment.
4. Create a recruitment plan (outlining the education fairs that you will attend and the online job sites you will use to attract teaching candidates).
5. Hire early and use a selection model (targeted selection) to identify the best candidates. (With district permission, the plan is to identify school's vacancies and hire early spring.)
6. For hard-to-staff positions: the team will
  - a. Contact faculty at local and regional colleges and universities in specific content areas to identify recent or upcoming graduates who may be looking for a job.
  - b. Begin recruiting prospective applicants before college graduation, by building strong partnerships with local and regional institutions of higher education
  - c. Through the district's contacts, build strong partnerships with local and regional institutions of higher education.
  - d. Consider offering open contracts to teachers in high need areas guaranteeing a job in the district/school once a position opens up.
7. Compose a recruitment team based on the best and brightest staff and school's needs.
8. Recruit year-round.

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

Planned mentoring activities include:

- 1) One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management;
- 2) demonstration, development and sharing model lessons;
- 3) co-teaching in another classroom;
- 4) planning and/or delivering professional development;
- 5) facilitating Professional Learning Communities (PLCs);
- 6) modeling lessons for teachers; sharing best practices and developing/sharing lessons plans;
- 7) collaborating with administration and colleagues on school-based activities to promote student engagement and parent /community involvement

Rationale for pairing:

Persons (peer teachers and School-based LLTs) have the important task of monitoring the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom.

LLT assist in building capacity of reading knowledge within the school and focus on areas of literacy concern such as the following:

- \* Ensuring text complexity along with close reading and rereading of texts are central to lessons
- \* Providing scaffolding that does not preempt or replace text reading by students
- \* Developing and asking text dependent questions from a range of question types

- \* Emphasizing students supporting their answers based upon evidence from the text
- \* Providing extensive research and writing opportunities (claims and evidence)

## 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**

The District adopts a curriculum that is aligned with state standards and provides a planning guide for each subject. The school ensures teachers are using Florida Standards through implementation of lesson plans and resources. Lesson plans and instructional materials are developed from Florida Standards. District textbooks, teacher resources, state, district and school tests incorporate materials that are derived from Florida Standards. Accountability requirements help us to ensure our school curriculum alignment mirrors the state requirements.

#### 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**

In order to make well informed school wide decisions on how to differentiate instructional classes, we collect enormous amounts of data on students' attendance, behavior, test performances (including baselines assessments in all FSA/EOC areas) and teacher input. The data collected help teachers use results to identify and address learning difficulties and academic needs. Class instruction is modified through approaches such as Response to Intervention and the Florida Continuous Improvement Model. Both of these methods use tiered level of support, promotes individual success and allows frequent monitoring to tackle students' success. Students who are having difficulty are given extra assistance with academic support. We also provide after school academic assistance through 21st CCLC and daily homework assignment assistance.

**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: 16,200**

CPA's plan of action involves using the 21st Century Learning Center Program to provide additional tutoring for at-risk and struggling students. Also, Edgenuity is used for students who need to recover courses as well as gain additional credits and prepare for high stakes testing. The after school program has six teachers providing academics that are aligned with the Florida standards and four enrichment specialists providing integrated instructional activities as well.

**Strategy Rationale**

This program exposes students to cultural and career activities while complimenting the regular curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Griffin, Edgar, griffine@gcpsmail.com

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

- Attendance Rosters
- Student Baseline Assessment Reports
- Report Cards
- Mid Term Reports
- Monthly Data Chats
- Edgenuity Reports
- i-Ready Data

The above data will be compared to 2016-2017 performance to measure overall program effectiveness.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Students, as well as parents who missed Open Enrollment and the Open House-Back to School events, will be briefed on Failure is Not an Option. This process involves teachers 1) notifying students and their parents (guardians) of the danger of failing especially when the grade point average is less than a 2.0 on a 4-point scale; 2) allowing students opportunities to recover failing grades and completing missing assignments in advance of receiving the midterm progress report and the nine-week report card. Additional strategies include:tutoring and mentoring opportunities through resource teachers, online credit recovery using Edgenuity and Khan Academy, and after school academy enrichment with the 21st CCLC program enrichment specialists, tutors and mentors. Each grading period will focus on conferences among parents/students/teachers. Counselor and members

of the administrative team will be available as needed. Students reaching their goals (promotion to correct grade and a grade point average of 2.5 or higher) will be encouraged to transition back to the district's only regular program, Gadsden County High School.

## **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**

All students beginning with tenth graders are given two waivers annually to register and take the ACT/SAT especially if they did not pass the ELA and Algebra I EOC upon administration during their freshman or sophomore year. Eleventh and twelfth graders are required to continue taking the PERT and national assessments until they are passed. Students planning to enter college are encouraged to continue take college-entrance exams until they meet the requirements.

Below are the hard-copy and online programs provided and sponsored by Florida Department of Education for free to advance college and career awareness. Students will receive both independent and guided instruction. Teachers will utilize the 15-minute homeroom period to manage instruction. These tools are also accessible to parents who want to assist their students with planning for their futures.

#### Career Cruiser

Carter-Parramore Academy will use Career Cruiser, which is a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This publication is available online through the Florida Department of Education.

Another resource that teachers will use is MyCareerShines, which is a free online comprehensive education and career planning system that help students succeed in the increasingly competitive global economy. MyCareerShines provides four portals: one for middle and high school students; college and adult students; parents; and job seekers. Through the system, students

- Plan your future
- Learn about Florida's top jobs
- Earn an industry certification
- Pursue a profession in healthcare
- Enter the field of education
- Build a career in construction
- Get into information technology
- Begin a career in business
- Check out careers in STEM
- Make a career in manufacturing
- Access the site through <http://www.floridashines.org>

#### Florida Shines

Through the Florida Shines website, students will be able to engage in the following:

1. Go to College - Participate in Virtual College Week; Explore Colleges & Universities; Discover Degree Programs; Get Ready for College; Go Back to College; and Pay for College
2. Succeed in College - Plan Your Path; Find Free Online Textbooks; Check Your Progress; Learn Online; Take a Course at Another School; Transfer Schools; and Search Libraries
3. Find a Career - Plan Your Future; Learn About Florida's Top Jobs; Earn an Industry Certification; Pursue a Profession in Healthcare; Enter the Field of Education; Get Into Information Technology  
The Florida Virtual Campus (FLVC)

A third tool that students will use is The Florida Virtual Campus (FLVC) which is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services

include:

An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website

Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff

Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties.

Note: The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

Parent Primer

The Parent Primer, a 20-page booklet, provides information on changes taking place in education and the workplace along with strategies for parents to use when advising their teens. The primer also provides information to parents for assisting their children with educational and career choices especially teens with special needs---students with disabilities who have a "504 Accommodations Plan" (that indicates accommodations needed to ensure equal access) and exceptional student education (ESE) students that have an individual educational plan (IEP) (to describe the student's educational program, including accommodations, special classes, services and supports needed to ensure a free and appropriate public education (FAPE).

Educator's Toolkit

Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, FLDOE will continue to make courses available so teachers will continue integrating the eight career and education planning course standards. The purpose of this webpage is to provide resources to assist course instructors in developing and teaching this course. Some of the approved Middle School Career and Education Planning courses are designated as year-long. In those cases, the classroom teacher can determine which semester to implement the career and education content. The MyCareerShines powered by Kuder's career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

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

Currently, Carter-Parramore Academy only offers one Career and Technical Education program which is Business Education. Through a partnership with the Gadsden Technical Institute, students in grades 10 - 12 are allowed to enroll in programs such as Adult Education, Automotive Service Technology, Barbering, Carpentry, Cosmetology, Drafting & Design, Facial Specialty, Nail Specialist, Pharmacy Technician, Power Equipment Technologies, Practical Nursing, and Welding Technology. Programs varying in length of completion and duration.

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

CPA will progress monitor students English Language Arts(Reading) and Mathematics skills in 9th and 10th through Performance Matters to ensure they are on track with skill mastery as compared to learning on a continuum for 11th and 12th grade.

Strategies for integrating CTE with academic courses include:

- 1) Providing Post-secondary Education Readiness Test preparation during students' freshman year and continuing through their senior high year. After-school programs that serve our students will also be encouraged to provide test preparation services as well.
- 2) Hosting Career/College fairs, presentations, or expo on campus; invite all students in grades 4th - 12th.
- 3) Administer the ACT, SAT and PERT college placement and readiness tests to eligible 10th-12th grade students.



**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**

For those students who have not acquired at least a level 3 or higher on their EOCs nor met the requirements on the Mathematics and ELA graduation test, intensive reading or intensive mathematics courses will be placed on their schedules. The after school tutoring program will also be provided (for those participating in the program) to enhance those skills lacking in all core subjects. The district's baseline assessments will be administered at the beginning of the year to capture year to date data for ninth and tenth graders; this in turn, will possibly offer a glimpse of a students' strengths and weaknesses as they prepare for college.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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:

Early Warning Data 2015-2017.pdf

Carter-Parramore Academy School-wide Early Warning System Data - 2015-2016 compared to 2016-2017

#### 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.

The school's data indicated improvement from 2016 to 2017 in the area of students with attendance below 90 percent. Results showed 73 fewer students with attendance below 90 percent. However, in the following four areas there were increases. For students that had one or more suspensions, there were 144 more students from 89 in 2015-2016. In the area of students that had failed courses in English Language Arts or mathematics, the school experienced a slight increase of 12 students from 54 previously. Student that scored a Level 1 on the statewide, standardized assessments (FSA/EOC) in English Language Arts or Mathematics increased by 21 students from 144. Lastly, students exhibiting two or more indicators increased by 149 students. Four of the five indicators must be decreased to show substantial improvement towards student performance. Attendance improvement was remarkable.

### 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.

As an alternative education school serving

- Overage students in grades 4th through 12th
- Students who are two or more grade levels below
- High school students (grades 9-12) with grade point averages for below a 2.0
- Individuals with ongoing behavior, emotional, social, and discipline problems
- A populations of students who are waiting to be moved to or have returned from a DJJ facility

- Low-performing students (as measured by district and state assessments)
- Students expelled by the school board
- The lowest population of graduates district-wide and highest percentage of non-graduates (especially on-time)
- A highly mobile population (Students leave for brief periods, then re-enroll after not finding success or comfort in other programs or schools in and outside the district.)
- Teen parents and their infants/toddlers)
- Special needs students (ESE)

Carter-Parramore Academy faces a myriad of challenges, yet each year 200 plus students continue to enroll voluntarily compared to 50 to 60 who are administratively assigned.

Secondly, the faculty constantly changes in an effort to provide highly qualified and infield teachers in other schools in the district. Gadsden is also challenged to keep great teachers mainly due to competitive salaries in neighboring districts.

Lastly, commitment and effort on behalf of all stakeholders including staff, students, parents and community (and local businesses) is lacking to fortify ongoing partnership and sustain improvement from year to year. Stability for the sake of all is greatly needed for sustainability of all programs housed at this campus.

### 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.** By the end of the 2017-2018 school year, the number of students at Carter-Parramore Academy exhibiting early warning indicators in each of the five (5) identified areas will reflect a 10% improvement (reduction).

**G2.**

## 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.** By the end of the 2017-2018 school year, the number of students at Carter-Parramore Academy exhibiting early warning indicators in each of the five (5) identified areas will reflect a 10% improvement (reduction). 1a

G092597

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	200.0
Students exhibiting two or more EWS indicators (Total)	10.0
Attendance Below 90%	46.0
Course Failures Mathematics	10.0
Course Failures ELA	10.0
Level 1 - All Grades	10.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge regarding district and state policies regarding attendance, discipline, promotion and graduation requirement as well as inconsistency in implementation of policies

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Motivated and caring personnel
- Professional learning opportunities for developing instructional strategies/smethods
- Student Code of Conduct handbook and student progression plan (district has moved from hard copies to online resource)

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

Data will come from the following:

- Students with attendance below 90 percent
- Students that had one or more suspensions
- Students that have failed courses in English Language Arts or mathematics
- Student that scored a Level 1 on the statewide, standardized assessments (FSA/EOC) in English Language Arts or Mathematics
- Students exhibiting two or more indicators

**Person Responsible**

Myra Grant

**Schedule**

Semiannually, from 8/7/2017 to 6/29/2018

**Evidence of Completion**

Survey data that's submitted to FLDOE; warehoused data in Skyward and Performance Matters; and district requested data from MIS department.

G2. 1a

G092598

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- School wide motivational assemblies - 21st Century Program - Edgenuity - District Parent Portal - Community & Social agencies - Tutor and mentor assistance - Field Trips

## 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.** By the end of the 2017-2018 school year, the number of students at Carter-Parramore Academy exhibiting early warning indicators in each of the five (5) identified areas will reflect a 10% improvement (reduction). 1

G092597

**G1.B1** Lack of knowledge regarding district and state policies regarding attendance, discipline, promotion and graduation requirement as well as inconsistency in implementation of policies 2

B249756

**G1.B1.S1** Staff and faculty will begin providing face to face instruction and implementing the district's student code of conduct and other relevant policies (student progression plan) on a frequent basis so that students become more knowledgeable of their obligations and responsible for their actions. 4

S263284

### Strategy Rationale

Knowledge is power and ignorance is no excuse. After the strategy is implemented, career plans and academic goals can be developed and actualized.

### Action Step 1 5

All homeroom teachers will provide instruction, clarification and guidance on each section of the student code of conduct and student progression plan handbooks for each of their respective homeroom classes.

#### Person Responsible

Jeanne Gunn

#### Schedule

Weekly, from 10/2/2017 to 5/25/2018

#### Evidence of Completion

Student portfolios and attendance rosters indicating participation.

### Action Step 2 5

All students will develop and complete a four-year personal career and academic plan.

#### Person Responsible

Jeanne Gunn

#### Schedule

Annually, from 10/2/2017 to 12/22/2017

#### Evidence of Completion

Students' career and academic plans.

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

Homeroom observations of instruction and adherence to information and policies.

**Person Responsible**

**Schedule**

Weekly, from 10/2/2017 to 12/22/2017

**Evidence of Completion**

Completed observations of instruction and interactions with students by faculty and staff.

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

Requests for data supporting efforts to monitor early warning system data. (The MIS department will provide data.)

**Person Responsible**

Myra Grant






**Schedule**

Quarterly, from 10/16/2017 to 6/29/2018

**Evidence of Completion**

Survey data that has been submitted to FLDOE; Skyward/Performance Matters reports regarding EWS data.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A2  A347842	All students will develop and complete a four-year personal career and academic plan.	Gunn, Jeanne	10/2/2017	Students' career and academic plans.	12/22/2017 annually
G1.B1.S1.MA1  M369926	Homeroom observations of instruction and adherence to information and policies.		10/2/2017	Completed observations of instruction and interactions with students by faculty and staff.	12/22/2017 weekly
G1.B1.S1.A1  A347841	All homeroom teachers will provide instruction, clarification and guidance on each section of the...	Gunn, Jeanne	10/2/2017	Student portfolios and attendance rosters indicating participation.	5/25/2018 weekly
G1.B1.S1.MA1  M369927	Requests for data supporting efforts to monitor early warning system data. (The MIS department will...	Grant, Myra	10/16/2017	Survey data that has been submitted to FLDOE; Skyward/Performance Matters reports regarding EWS data.	6/29/2018 quarterly
G1.MA1  M369925	Data will come from the following: • Students with attendance below 90 percent • Students that...	Grant, Myra	8/7/2017	Survey data that's submitted to FLDOE; warehoused data in Skyward and Performance Matters; and district requested data from MIS department.	6/29/2018 semiannually

## V. Professional Development Opportunities

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

**G1.** By the end of the 2017-2018 school year, the number of students at Carter-Parramore Academy exhibiting early warning indicators in each of the five (5) identified areas will reflect a 10% improvement (reduction).

**G1.B1** Lack of knowledge regarding district and state policies regarding attendance, discipline, promotion and graduation requirement as well as inconsistency in implementation of policies

**G1.B1.S1** Staff and faculty will begin providing face to face instruction and implementing the district's student code of conduct and other relevant policies (student progression plan) on a frequent basis so that students become more knowledgeable of their obligations and responsible for their actions.

### PD Opportunity 1

All homeroom teachers will provide instruction, clarification and guidance on each section of the student code of conduct and student progression plan handbooks for each of their respective homeroom classes.

#### Facilitator

Principal Pauline West

#### Participants

All Faculty/Staff

#### Schedule

Weekly, from 10/2/2017 to 5/25/2018

### PD Opportunity 2

All students will develop and complete a four-year personal career and academic plan.

#### Facilitator

Principal Pauline West

#### Participants

All Faculty/Staff

#### Schedule

Annually, from 10/2/2017 to 12/22/2017



## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>All homeroom teachers will provide instruction, clarification and guidance on each section of the student code of conduct and student progression plan handbooks for each of their respective homeroom classes.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0231 - Carter Parramore Academy	General Fund		□300.00
			<i>Notes: Cost includes reproduction of plans---Student Code of Conduct and Student Progression Handbooks</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>All students will develop and complete a four-year personal career and academic plan.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0231 - Carter Parramore Academy			□0.00
			0231 - Carter Parramore Academy	General Fund		□300.00
			<i>Notes: Forms for plans will to be copied on card stock paper for durability.</i>			
<b>Total:</b>						<b>\$600.00</b>

Gadsden County Schools

# Crossroad Academy



## 2017-18 School Improvement Plan

## Crossroad Academy

470 STRONG RD, Quincy, FL 32351

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School PK-12	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	A

*\*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

N/A

### 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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Crossroad Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Crossroad Academy Charter School is to provide a rigorous educational program that fosters students into the twenty-first century by preparing them academically, socially, and culturally to become competitive and responsible members of society.

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

The vision of Crossroad Academy Charter School is to exist as an innovative educational institution that develops its' entire learning community into positive and productive citizens.

#### 2. School Environment

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

The school is dedicated to understanding the norms and values of various cultures. In order to communicate the value of an array of cultures, the school works diligently to establish relationships with diverse community stakeholders. Each month, CACS hosts Family Nights, which focus on a different aspect of the school-home partnership. School-wide clubs and organizations are in place to highlight and showcase the skills and talents of students and stakeholders alike. Through these constant interactions, the school develops a more robust understanding of how the "home culture" operates.

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

Maslow's hierarchy of needs asserts that in order to perform at the maximum potential, the individual must feel safe and secure in their environment. Crossroad Academy takes this obligation very seriously, and works to ensure that all students are secure within the confines of the institution. Teachers are encouraged to develop relationships with parents and students which permit open communication and consistency between the home and school lives. The school's expectations and procedures for appropriate behavior are modeled throughout the school year, and students enjoy an "open door" policy with teachers and administration; they are permitted to voice their concerns and issues without fear of penalty of retaliation.

Before school, students participate in "daily meetings", where the daily routine is outlined and expectations are reinforced. Teachers, staff, and administration are also available to meet with students who may have specific concerns during this time. During school, teachers utilize interactive documents to communicate their observations of student routines and student behavior. This constant communication promotes student safety and security by allowing the teachers to prepare for for students who may require special attention due to the day's events. After school, the school hosts an Extended Day program which provides academic support and exposes the scholars to various forms of educational outreach. Through participation in the Extended Day program, scholars are able to find and utilize their talents, as well as reinforce the skills from the school day.

##### 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

CACS believes that a safe and orderly school is of great importance.

Proper behavior is recognized and consequences are given for breaking the rules. CACS uses the Crossroad Academy Charter School of Business Code of Conduct. In order to ensure a safe and orderly learning environment, Crossroad Academy Charter School is enforcing stricter standards for its students. Each family is required to take an active role in supporting this plan. Our students must learn to be responsible citizens.

CACS has developed and implements a behavior plan that emphasizes consistency across the board at the disciplinary level. Every student must understand that every appropriate action has a consequence.

CACS believes that, as a school, its primary focus must be correction as opposed to consequence. Therefore, the first step of the disciplinary action plan permits the scholar to be warned, free of penalty. This warning forces the scholar to acknowledge their lack of adherence to the disciplinary policy, but allows them the opportunity to correct their action. The second step of the process involves a one-on-one conference with the teacher. In this step, the teacher outlines the next steps in the plan in the event that the behavior persists, and asks the scholar for a commitment to cease the negative behavior. The third step in the behavior plan constitutes parental involvement. Once it is discovered that a scholar persists in a certain distracting behavior, it is necessary to ensure that reinforcement is provided in the home to assist in curtailing the action. The parent, teacher, and scholar discuss possible means of remediation, and the next steps in the plan are outlined for the parent. The fourth step in the discipline plan involves a direct consequence for the scholar. The scholar is required to lose access to a privilege or an activity as a result of their misconduct, and parent and scholar are informed that further similar action will result in administrative consequences.

#### **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**

CACS provides academic, social, emotional, behavioral counseling to all students as well as social work services to families.

Student services and guidance personnel provide individual and as needed group counseling to students who may be grieving, experiencing post traumatic syndrome symptoms due to a tragic incident, bullying, harassment, AIDS awareness, and youth related crimes.

As needed, based on proper screenings, students and their families are referred to outside agencies for continued assistance, evaluations, support and rehab.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- The school performs quarterly progress monitoring exams in each subject. The exams are based on the tested standards, and scholars who fall below the 70% margin are referred for immediate remediation.

- Curriculum-based assessments are also considered as indicators of future success, and students who consistently fall below the class average are grouped and regrouped in order to provide one-on-one time with the teacher, and the opportunity to collaborate with students who are on and above level.

- Students who are tardy to any class more than 3 times are considered at risk, as they miss a portion of the review and/or introduction each day. These students are placed on contracts regarding attendance



- Students who are absent from class more than 4 times in a semester are placed on an attendance contract, as district policy states that students missing more than 4 classes can earn no higher grade than a 'D'

**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
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	2	0	3	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	2	0	0	0	0	7

**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	2	3	2	2	2	0	0	11

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

There are several interventions in place at CACS: Student and Family Counseling, Child Study Teams, School Based Leadership Team, and Behavior Committee. The child study team reviews all attendance with a focus on students who are habitually tardy, absent and have attendance problems. The Principal, Guidance Counselor and social worker collaborate to determine next steps for our students who experience difficulty coming to school.

The SBLT team examines both academic and behavior data to determine areas of concern school-wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where required.

All students that scored a level 1 or 2 on state assessments and / or End of Course Exams are enrolled in an in the next course and provided intensive remediation. These students are encouraged to attend after-school tutorial programs. Counselors also provide academic assistance by meeting with students to develop better study skills and obtain strategies in preparation of assessments.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Our goal at Crossroad Academy Charter School is to increase parental involvement at all levels. CACS will continue working with our community and family liaison to establish relationships. we currently work with our faith based partners, and business partners to establish an even better partnership with our community.

**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**

A fundamental part of the philosophy and operation of Crossroad Academy Charter School is Community Involvement. CACS ensures that parents, teachers and other community members and stakeholders are actively engaged in the design and implementation of all CACS initiatives. CACS takes pride in the fact that we have an open door policy which allows stakeholders to communicate directly with school administrators, and provide suggestions regarding how our programs can be improved. Through special events (such as Career Day and the Inspire Lecture Series) we are continuously soliciting the participation of our stakeholders to enhance public-relations. CACS will continue to provide services to ensure students requiring additional remediation are assisted through extended learning opportunities.(before and after school, tutoring, or summer school)

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Forehand, Kevin	Principal
Hickman, Thelma	Assistant Principal
Sanders, Jasmine	Assistant Principal
Lee, Keyondio	Guidance Counselor
Floyd, Camry	Assistant Principal
Daniels, Erinn	Other

**b. Duties**

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

Principal - leads the school based leadership team in all efforts to discuss student progress in both academic and behavior, review school wide data to determine effectiveness of the core curriculum, and implement needed changes to maximize student success.

Assistant Principals - Serves as instructional coaches, coordinator for Assessment, ESE and ESOL Programs

Technology Coordinator - Advance, redesign and improve usability for parents and students relating to the school website and the grading and student information portal (Skyward)

Guidance Counselor -Initiates SAC meetings, prepares agenda, defines behavior /academic concerns regarding students, and analyze roots of the concerns.

The school-based leadership team members work closely with teachers and students to identify

students that struggle academically or behaviorally. The team meets to develop interventions to assist those students in order to ensure their success. The team also works closely with the district ESE departments to develop a plan which is effective for the student needs. The school based leadership team is also responsible for facilitating grade level professional learning communities as they plan instruction. The team will meet monthly in order to keep the lines of communication open between administration and staff. Data from FCAT, FAIR, classroom reports, teacher observations and parental input are all used to determine the type, frequency, and durations of all recommended interventions. The team will meet to discuss data, student's academic performance, and identify needs of students.

**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**

There are three Tiers in the Response To Intervention process. Each tier gives more intensive help to the student. Data regarding student achievement will be constantly looked at to see if the student is making progress.

Tier 1 - This is core instruction that all students receive in their regular classroom. Often a different teaching approach or materials are used with some of the students in the class. This helps not only the struggling student but also others in the classroom as well.

Tier 2 - If a student is still struggling, a school team will work with the teacher and parent to develop more intensive strategies.

Tier 3 - If the student is not making adequate progress with Tier 2 interventions, the team will look at providing Tier 3 interventions, which will increase the intensity and individualization of the interventions and support. Tier 3 interventions are provided in addition to core (regular) instruction rather than as a replacement.

Federal funds are an integral part of the operation at CACS. Decisions on federal funds are made collectively by the school administrative team. Relevant uses include, but are not limited to the following:

- Technology integration
- Supplemental curricula
- Industry certification
- Assessment services
- District support services

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Miranda Cole	Teacher
Kevin Forehand	Principal
Daniel Wells	Business/Community
Kerwyn Wilson	Parent
Geraldine Harrison	Business/Community
Farrah Rivers	Parent
Jennifer Albert	Parent
Lyndon Dallas	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

SAC members actively participated in reviewing and evaluating school performance data.  
 SAC members had significant input into the preparation of the SIP.  
 SAC members collaborated on the annual budget decisions.

*b. Development of this school improvement plan*

CACS School Advisory Council assists in the preparation and evaluation of the School Improvement Plan, the annual budget, and the curriculum choices.

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

The School Advisory Council is permitted to have input in the annual budget. They participate in the organization of fundraisers to benefit the school's special programs, and allocate funds for the development of said programs. The SAC works in conjunction with the school and the stakeholders in an effort to ensure that the organization moves forward and that the needs of all parties are met.

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

School Improvement Funds last year were utilized for a variety of projects as follows:

**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
Hickman, Thelma	Instructional Coach
Sanders, Jasmine	Instructional Coach
Forehand, Kevin	Principal
Preston, Tamara	Teacher, PreK

## b. Duties

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

CACS LLT major initiatives is to aid the RTI Team in the development of a new Instructional Focus Calendar based on the Florida Standards (FSA) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum.

This year's major goals include:

Literacy Night for each grade level

Reading Posters to feature what the staff and faculty members are reading

Interactive Events for struggling Readers

School-wide Summer Reading Activities

Parent Workshops

Book Fair with Parent Night

Lessons developed that provide students with opportunities for research and incorporating writing throughout the curriculum

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Classroom teachers meet with all the principal or designee on a weekly basis to collaborate and plan standard based lessons. A schedule has been created with specific dates and times. Teachers and coaches have expectations of the collaborative planning sessions and the expected outcomes. CACS also fosters working relationships between teachers by providing forums to participate in Professional Learning Communities, weekly department meetings and faculty meetings. These meetings create opportunities for teachers to share best practices and ideas.

New teachers also receive intensive support through Scorpion University, a four-year program that encourages new teachers to collaborate and to devise new and innovative methods of operating within Crossroad's unique environment. This type of collaboration between new teachers is vital for two reasons: (1) many of our teachers are subject-area experts who have not matriculated through a traditional college of education, and (2) Even with access to the unique theories and practices introduced in educational programs, the teachers must learn to apply their skills in real-time.

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

CACS implements processes to recruit, employ, retain, mentor and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities.

1. Induction Workshop for newly hired CACS teachers. - Principal
2. Recruitment via Job Fair, Referrals. -DOHR
3. Monthly recognition/awards for professional accomplishments. - Principal

4. Provide continuous professional development and support for newly hired CACS teachers.-  
Instructional Coaches
5. Professional Learning Communities for teams, departments and special groups. - Instructional Coaches
6. Observe, monitor and support effectiveness with regular classroom visits and walk-through. - Admin. Team
7. Provide additional curriculum resources and materials as need. - Admin. Team
8. Scorpion University for new teachers.
9. Locates qualified candidates on sites such as Teachers-Teachers.com, and Teachers. net
10. Advertises in local newspapers and college websites.
11. Reviews candidates resumes for prequalification
12. Candidates are contacted for initial interview
13. Selected candidates meet with Principal for a second interview.
14. Boosts teacher morale with positive feedback, staff gatherings and social events, and Teacher Appreciation Month activity.
15. Ensure that all faculty and staff are a part of the Continuous Improvement process and are offered professional growth activities to further enhance their individual professionalism.

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

The mentoring program/plan at CACS is to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing the retention of teachers, and to increase the skills of new teachers in order to improve student achievement in accordance with the Florida Department of Education learning standards.

Each first year teacher, whether they are new to the profession, or new to CACS, is paired with a veteran teacher who guides them through all of the requirements of being a CACS employee. Teachers who have been employed at CACS before this year continue through the program to complete their four years.

Mentors are generally paired with an individual who shares their subject area and grade level. In addition to being paired with a mentor, mentees are also assigned to the elementary or secondary assistant principal. The rationale for diving the mentees, and in fact the school, in such a way involves the recognition that instructional routines, discipline plans, and the overall climate are very different between elementary and secondary.

The mentors and new teachers meet once a week to reflect, and mentors are expected to conduct informal observations at regular intervals. Teachers are often more inclined to feel comfortable with another teacher as opposed to an administrator, and Scorpion University allows that level of comfort and freedom, while still ensuring that the duties of all positions are filled.

## **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***

After we determine the instructional program we will use in the core instruction module, the instructional coaches and classroom teachers unpack the materials and determine what the instruction in the classroom needs to look like to achieve proficiency on the assessments. This is accomplished during the planning sessions with the Principal and Assistant Principals, who also serve as Instructional Coaches.

Data Dis-aggregation drives not only the classroom instruction, enrichment, and remediation, but also the selection of instructional programs that are best aligned with the standards set forth and the needs of the students. CACS provides professional development year-round to provide instruction in the proper utilization of the instructional programs.

## **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***

Formative assessments are administered quarterly. Instructional strategies and /or research-based material are modified based on the results from such data. Students receive differentiated instruction based on weakness of strengths from formative assessment results. Students are reassessed with summative assessments to ensure that mastery has taken place. Student progress is tracked and proficiency scored reports are generated. These reports allow the classroom teacher to evaluate students ability and identify areas of weakness.

***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:** Extended School Day

**Minutes added to school year:** 54,000

School begins at Crossroad Academy Charter School at 7:45am and ends at 3:00pm to allow extra time for an enrichment/remediation period as well as a collaborative planning block for teachers. During this ER block, students receive intense instruction in Reading and Math.

### **Strategy Rationale**

State assessments will be used as the determining factor whether students are progressing. I-Ready Math and reading also tracks students progress and guides their learning to appropriate levels based on their completion rate.

### **Strategy Purpose(s)**

- Enrichment

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

Hickman, Thelma, hickmant@gcpsmail.com

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

Students are assessed and data is collected during Enrichment and Remediation which is embedded into the instruction in every subject. The data from such assessments is collected, disaggregated, and posted so that students and stakeholders can keep track of overall progress in each subject area. This data is used to adjust lessons and groups within classroom workshops. It is also used to identify students who may benefit from additional reinforcement outside the classroom.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

CACS's early learning program utilizes a variety of strategies to assist our preschoolers in preparing for their transition into elementary school programs. As the core of our program we emphasize Florida's Early Learning and Development Standards for Four-Year Olds. These standards serve as a guide for administrators and teachers in designing and implementing appropriate early learning environments. Collectively, we are constantly working to build and refine our knowledge of early childhood development, as well as recognizing the diversity of the children we care for daily. There are many factors that influence the child's ability to learn; therefore we strive to enhance the child's education in every area of development (language, cognitive, social and emotional, physical, motor, and approaches to learning). Students have the opportunity to learn both inside and outside of the classroom via educational field trips.

Consistent routines are executed daily. This allows each student the opportunity to learn and engage in developmentally appropriate activities. This execution focuses on age appropriate expectations that are interwoven with attention to individual appropriateness and differences. So throughout the day, our students work in large groups, small groups, and individually with our program's educators. Last but not least we've adopted a curriculum that also serves as a guide and encompasses all areas of development including academic skills which further enhance our preschooler's knowledge and



understanding. Parents are our partners in their child's education. We communicate with them on a regular basis to discuss data from a variety of assessments which serve as progress monitoring tools. Not only do we discuss the current and year end expectations, but goals for entering elementary school as well.

## **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**

Our High School Coach/Guidance Counselor, works with individual students to identify possible career paths in areas of interest to ensure that CACS students are effectively prepared for post secondary challenges.

Our student services/guidance department has developed a yearly curriculum information bulletin that provides students as well as parents with the courses offered along with a brief description of each course. School counselors as well as grade level chairs review school course plans to assure that students are enrolled in courses that align with the students' future career goals.

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

Crossroad Academy Charter School offers various courses that lead to Industry Certification. Courses in the field of Computers help students understand the relevance of school to work and career planning.

Currently, CACS offers certification in several in-demand programs, including Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and Microsoft Outlook. Students are also able to become certified in Adobe programs. This year, we have expanded the Career and Technical Education computing component to include the elementary grade levels, in hopes that the experience in typing will enhance their capabilities on the yearly standards assessment, which is computer-based.

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

CTE courses at the high school level are aligned with courses in Math, Reading, Science and English Language Arts

Crossroad Academy teachers are given the freedom to implement disciplinary reading strategies in the CTE curriculum. This enables our students to succeed in school, careers and daily life. Students who complete a sequence of career/technical courses are better prepared to pass graduation tests in reading, writing, and math. The school will provide financial assistance practice test and licenses to certify students in Microsoft Office.

In order to provide students with the skills they need to be successful in college, technical school, work force, military, high schools must make sure that students acquire both academic and vocational skills in their courses.

We will use career counseling techniques with students and parents to identify their post secondary needs and inform them of information needed for post secondary transitions.

### **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**

Crossroad Academy Charter School provides students with a rigorous college prep curriculum. Our goal is to continue to meet and exceed the requirements of the Florida State University Systems. Our students are encouraged to take courses that are the most challenging for their level. In addition to our to encouraging students to enroll in AP and Dual enrollment courses our Advisors and Counselor persuades the students to apply and meet the requirements for numerous scholarships and awards.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.

### 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.

### 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.** CACS will maintain and communicate a purpose and direction that commits all stakeholders to high expectations for student performance and school effectiveness as well as shared values and beliefs about teaching and learning.
- G2.** CACS will operate under governance and leadership that promote and support student performance and school effectiveness.
- G3.** CACS will ensure the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
- G4.** CACS will have resources and provide services that support its purpose and direction to ensure success for all students
- G5.** CACS will implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and will use the results to guide continuous improvement.

## 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.** CACS will maintain and communicate a purpose and direction that commits all stakeholders to high expectations for student performance and school effectiveness as well as shared values and beliefs about teaching and learning. 1a

G093681

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Parent Involvement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Parent Work Hours

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Funding for more marketing & communication; subs to host multiple information sessions

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

Survey data

**Person Responsible**

Kevin Forehand

**Schedule**

On 6/30/2017

**Evidence of Completion**

Survey data

**G2.** CACS will operate under governance and leadership that promote and support student performance and school effectiveness. 1a

G093682

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 

**G3.** CACS will ensure the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. 1a

G093683

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

**G4.** CACS will have resources and provide services that support its purpose and direction to ensure success for all students **1a**

 G093684

**Targets Supported** **1b**

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** **3**

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

**G5.** CACS will implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and will use the results to guide continuous improvement. **1a**

 G093685

**Targets Supported** **1b**

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** **3**

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

## 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.** CACS will maintain and communicate a purpose and direction that commits all stakeholders to high expectations for student performance and school effectiveness as well as shared values and beliefs about teaching and learning. **1**

 G093681

**G1.B1** Parent Work Hours **2**

 B251390

**G1.B1.S1** Add a marketable program.... **4**

 S265128

#### Strategy Rationale

...that will attract stakeholders to buy into school's mission and vision

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

Research 3 marketable programs

#### Person Responsible

Kevin Forehand

#### Schedule

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

#### Evidence of Completion

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

Interim leadership retreat will be hosted to select the appropriate program

**Person Responsible**

Kevin Forehand

**Schedule**

On 6/30/2017

***Evidence of Completion***

3 program proposals

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

Quarterly pre-agenda item regarding the program proposals

**Person Responsible**

Kevin Forehand

**Schedule**

On 6/30/2017

***Evidence of Completion***

meeting minutes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M374099	Survey data	Forehand, Kevin	7/1/2016	Survey data	6/30/2017 one-time
G1.B1.S1.MA1 M374097	Quarterly pre-agenda item regarding the program proposals	Forehand, Kevin	7/1/2016	meeting minutes	6/30/2017 one-time
G1.B1.S1.MA1 M374098	Interim leadership retreat will be hosted to select the appropriate program	Forehand, Kevin	7/1/2016	3 program proposals	6/30/2017 one-time
G1.B1.S1.A1 A351236	Research 3 marketable programs	Forehand, Kevin	7/1/2016		6/30/2017 annually



## V. Professional Development Opportunities

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

**G1.** CACS will maintain and communicate a purpose and direction that commits all stakeholders to high expectations for student performance and school effectiveness as well as shared values and beliefs about teaching and learning.

### **G1.B1** Parent Work Hours

#### **G1.B1.S1** Add a marketable program....

##### **PD Opportunity 1**

Research 3 marketable programs

##### **Facilitator**

Program consultants

##### **Participants**

all stakeholders

##### **Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Research 3 marketable programs	\$0.00
<b>Total:</b>			<b>\$0.00</b>