

Carter Parramore Academy



2014-15 School Improvement Plan

Carter Parramore Academy

631 S STEWART ST, Quincy, FL 32351

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Gadsden County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|--------------------------------|
| Not In DA | 1 | Melissa Ramsey |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Carter-Parramore Academy's Mission statement is to ensure every student makes a year's learning gain

Provide the school's vision statement

The vision statement states to create a safe and stimulating learning environment across the curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education and life.

School Environment

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 of 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.

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.

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 School 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.

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 methods. The school is provided, through the District's office ESE department, a variety of school wide representatives such as a speech and language counselor, school psychologist and district program specialist.
- The school has a campus based mentoring program - The Brotherhood of Respect.
- The school utilizes various partnerships:
 Capital Youth Services – Counseling for a variety of issues
 Disc Village – Counseling for substance and anger management
 Appalachee Mental Health – counseling services
 Big Bucks Program- Incentives program for student progress
 Parent Expo – Parents, Students and Teachers/Staff collaboration time
 School Advisory Counsel
 Investing In Our Youth - Girls With Power Program

Early Warning Systems

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

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|----|----|----|-------|
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 2 | 7 | 11 | 22 | 22 | 23 | 16 | 20 | 124 |
| One or more suspensions | 1 | 2 | 16 | 15 | 22 | 8 | 8 | 11 | 6 | 89 |
| Course failure in ELA or Math | 1 | 3 | 5 | 10 | 13 | 8 | 6 | 3 | 5 | 54 |
| Level 1 on statewide assessment | 1 | 3 | 5 | 10 | 11 | 8 | 38 | 41 | 27 | 144 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--|-------------|---|---|---|----|----|----|----|----|-------|
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 2 | 9 | 7 | 11 | 10 | 17 | 9 | 13 | 79 |

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

- "No More D's" Program
- "The Art of Teaching" by Marzano (Book study)
- Positive Behavior Support and Response to Intervention (MTSS) Program
- Modified curriculum of coursework in academic content area which allows for doubling course offerings with the course period
- Florida Virtual School and Odyssey Ware for course acceleration and recovery
- Florida Test Ready, ACT Prep Me and FCAT Explorer/Adaptive Curriculum for test preparation
- District Attendance Policy
- District Social Worker (for truancy)
- Partnership 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
- ACT, SAT and PERT

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/59256>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Through the collaborative efforts of the community and schools, we foster quality learning opportunities to enhance stronger partnerships between both of these agents. Partnerships with local community agents are developed with the school participating in community based assemblies and community sponsored social awareness activities. Student achievement is developed and built upon through the community with curriculum assistance, career education information, student driven incentive programs and project based involvement.

Effective Leadership

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

School Leadership Team

Membership

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

| Name | Title |
|--------------------|------------------------|
| Dowdell, Keith | Principal |
| Grant, Myra | Assistant Principal |
| Harris, Nekeshia | Instructional Coach |
| Wideman, Claudette | Guidance Counselor |
| Harrell, Frances | Administrative Support |
| Griffin, Edgar | Administrative Support |
| Henderson, Stacy | Teacher, K-12 |
| Riggins, Vann | Teacher, K-12 |
| Anderson, Millie | Other |
| Marquis, Sheribeth | Teacher, ESE |

Duties

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.

- Principal/Facilitator - Opens the meeting by welcoming the referring teacher(s), parents, and student; describes what is to be accomplished at the meeting, and how long the meeting will last. guides the Team through the stages of the problem-solving process. Checks for agreement between team members at important discussion points during the meeting; maintains control of the meeting (e.g. requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control ((e.g. classroom instruction)).
- Office Manager - Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.
- Time-Keeper - Monitors the time allocated to each stage of the meeting and informs members when that time has expired.
- Guidance Counselor - Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns; decide what additional data should be collected on the student; touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.
- Behavior Specialist (Edgar Griffin) - Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location; arranging coverage when necessary to allow teachers to attend meetings; and notifying Team members and referring teachers of scheduled meetings.
- General Education Teachers (2) - 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 - 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.
- Program Specialist (Millie Anderson) - Serves as a resource person for interventions and evidenced-based strategies in working with all students, and a programming resource for ESE teacher; 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 Coach - 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.

It is the responsibility of all participating members to ultimately develop an appropriate intervention plan that provides a solution for the problem.

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 Assistant Principal, Behavior Specialist, Guidance Counselor, Teachers, ESE Teacher, School Psychologist, Program Specialist, Reading Coach as Needed, Speech Language Pathologist, and Parents.

The Rtl Team functions 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. Ask "What is the problem?"

Step 2: The team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"

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 implemented with integrity. Ask, "What are we going to do about it?"

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?

The District supports the school with funding for addressing school-wide initiatives beyond budget constraints and seeks 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, such as NG-CAR-PD will be provided for the faculty members who are currently teaching in core academic areas other than reading.

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 (PAEC) for after-school and week-end tutorials and ESOL strategies classes. 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 common core state standards implementation and NG-

CARPD training for the entire faculty. As a low performing school and the District's only alternative school site, we are also proposing to 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 PD360 (professional development), FCAT Explorer for test preparation, Performance Matter (assessment and progress monitoring), Adaptive Curriculum (mathematics and science for elementary- high school students) and Odyssey Ware (course credit recovery).

While less than 2% 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.

The school will continue to seek Title X 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 district's academic intervention programs and funds are coordinated through the Title I program. CPA's intent is to utilize SAI funds to help students gain at least one year's growth of knowledge within the current school year. SAI providers have agreed to offer eligible students supplemental instruction strategies focusing on reading and mathematics remediation. Additionally, the school has partnered with 21st Century Community Learning Centers through Tallahassee Community College. The 21st CCLC program will target elementary, middle and high school students exclusively for academic enrichment and recreation.

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; administrator for discipline; 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, 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 for first time ever 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 GED preparation, Cosmetology, Small Engine Repair, Welding, Automotive Repair, Carpentry, Nail and Skin Technician, Business and Computer Applications (9-12), Health Care and Nursing, etc.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------------------|----------------------------|
| Emanuel Sapp | Business/Community |
| Dr. Norman & Lillie Jackson | Business/Community |
| Ann Sherman | Business/Community |
| Hakim Smith | Business/Community |
| Lomar Barkley | Business/Community |
| Arrie Battles | Business/Community |
| Lillian Wells | Business/Community |
| Johnny Sailor | Business/Community |
| Patricia Baker | Business/Community |
| Mirna Barrios | Business/Community |
| Linda Gonzalez | Parent |
| Tameka Bradwell | Parent |
| Sherika Fields | Parent |
| Lakesha Ross | Parent |
| Ambrea Blair | Parent |
| Denaji Baker | Student |
| Devonna Washington | Student |
| Harvey George | Student |
| Jonah Scott | Student |
| Keymaree Cooper | Student |
| Frances Harrell | Education Support Employee |
| Shereka Hutley | Education Support Employee |
| Tony Hannah | Business/Community |
| Keith Dowdell | Principal |

Duties

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

Evaluation of last year's school improvement plan

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.

Development of this school improvement plan

The School Advisory Council assisted in the preparation and approval of the school improvement plan as required by the Florida Statutes. The Council helped to define adequate progress for the school and for each of the school's goals in the school improvement plan. Members also allowed input into the school's budget.

Preparation of the school's annual budget and plan

The School Advisory Council meets quarterly and on a as needed basis to discuss the progress of the school and prioritize projects as well as teachers request for funding to meet specific goals. In

addition, the Principal in conjunction with the council serves to approve budget expenditures of the School Improvement Funds.

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

The SAC funds will be distributed to teachers according to the needs of the students. Funds will also be allocated for parental and staff trainings relevant to reading instruction, parental involvement; career and college preparation and readiness; and student incentives regarding achievement of reading, mathematics, and attendance goals.

Promoting parental involvement - \$1000.00

Student scholarships to visit neighboring colleges, technical schools, and universities - \$1000.00

Teacher and staff recognition - \$1000.00

Professional Development - \$1000.00

Student Activities - \$2000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-----------------------|---------------------|
| Dowdell, Keith | Principal |
| Grant, Myra | Assistant Principal |
| Harris, Nekeshia | Instructional Coach |
| Henderson, Stacy | Teacher, K-12 |
| Riggins, Vann | Teacher, K-12 |
| Marquis, Sheribeth | Teacher, ESE |
| Gee, Wendy | Teacher, K-12 |
| Wiggins-Lee, Cleanita | Teacher, K-12 |
| Berry, Prance | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

A school where teachers collaborate and provide real-life modeling of working together. This dynamic creates a great environment for student learning. Our teachers are encouraged to plan and work together in order for students to reap the benefits of academic excellence. Efficient 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. Our teachers embrace the theory that the most effective way to achieve true collaboration between teachers is best achieved through a structured process for exchanging insights and content. This factor promotes a positive working relationship between teachers and it facilitates a great learning environment.

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 Professional Learning Plan (highlighting goals, strategies, and professional development needs) through PAEC online. Regular meetings with new and returning teachers will be scheduled to insure that teachers receive assistance to perfect their crafts. (Principal Keith Dowdell)
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) coach and the mathematics interventionist 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 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 Keith Dowdell, Assistant Principal Myra Grant, Reading Coach Nekeshia Harris and Mathematics Interventionist Brenda Holt).
5. The district will improve opportunities for career and professional growth. After evaluations have been submitted, teachers with learning gains of 65% or higher will be given incentive pay as a reward. Bonuses will range from \$1000 to \$3000 (Principal Keith Dowdell and District RTTT Coordinator Angela Sapp).
6. Prior to first week of employment, the Personnel Department along with the Director hosts an orientation workshop for new hires to formally welcome them; complete necessary induction forms, applications, email apps; register for and practice using district communication tools such as Skyward and Performance Matters. Certification/licensure processing is also provided for those requiring temporary and/or permanent issuance of teaching certificates (District (Personnel/Professional Development Director, K-12 Director, and Deputy Superintendent).

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 to students; 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; 8) completing the district's Professional

Teacher Competency Program.

Rationale for pairing:

Persons (peer teachers and mentees) generally have an established rapport. The peer teachers have highly effective classroom evaluations and 4 or more years of experience in teaching; They also have extensive background knowledge in NG-CARPD, NGSSS, FCAT test item specifications, assessment development and alignment to the Florida State Standards in the areas of Reading, Mathematics, Science and Social Studies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The District adopts a curriculum that is aligned with state standards. The school makes sure that teachers are using Florida Standards through implementation of lesson plans and resources. Lesson plans and instructional material are developed from Florida Standards. District textbooks, teacher resources, state, district and school tests incorporate material that is derived from Florida Standards. Accountability requirements helps us to make our school curriculum alignment mirror the state requirements.

Instructional Strategies

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

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 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 provide after school academic assistance, daily homework assignments, and Florida State Presidential Scholars' tutors who assist throughout the school day.

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: 150

Our plan of action involves using the 21st Century Learning Center Program. It is an after school that is designed to enhance academic achievement for all students.

Strategy Rationale

This program exposes students to cultural and career activities and supplements with their regular high school curriculum. Florida State University Presidential Scholars with assist with tutoring and mentoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dowdell, Keith, dowdellk@gcpsmail.com

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

- Attendance Rosters
- Student Test Scores
- Report Cards
- Mid Term Reports
- A/C/Z Data Sheets
- Monthly Data Chats

Student Transition and Readiness

PreK-12 Transition

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

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

Students, as well as parents, are briefed on the "No More D's" Program during their enrollment into CPA. Once they are enrolled, parents will be notified immediately if a score below 70 is entered into the Skyward Database. Students are entered on the teacher's class watch list for monitoring to ensure additional resources are applied to assist student with subject matter. Within 96 hours, student must redo or retake the assignment for further assessment. If additional assistance is needed, students from FSU Presidential Scholar Program comes to school for one on one tutoring/mentoring. Every grading period, parent/student conferences are held with Principal to determine if additional resources are required and to what extend. At this point, mandatory assignments to different programs, such as after-school, become mandatory to ensure the student stays focus and does not fall behind. Once the student attains the level of being "caught up", the student begin the transition back to their home school.

College and Career Readiness

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

CPA uses The Career Cruiser, a career exploration resource used to promote career development for students at the elementary and middle school level. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings, and minimum educational level required for the job are also listed. CPA also uses Florida CHOICES Planner, the state's career information delivery system and Florida Virtual Campus Learning Resources Center from Florida Colleges and Universities. They provide career and educational exploration and information as well. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education. Accountability reports for the school's management of student usage are retrievable from the Professional Tools section of CHOICES. FLVC includes career planning, college and career readiness, online courses, financial aid student services and a personal records portal for students.

At the end of students' eighth grade year, all are enrolled in personal accounts and trained to use the state's tool for college and career readiness and monitoring. Students can continue to access and use these accounts throughout their post-secondary career. Sites are accessible via the following sites: <https://secure.flchoices.org> and www.flvc.org.

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

Workforce Education has responsibility for the development of curriculum frameworks for career and technical education programs from middle school through AS degrees. These programs are organized into 16 Career Clusters. Each program curriculum framework includes the technical and academic skills that are essential to the career/occupation. "What a student needs to know and be able to do." Teachers incorporate the frameworks as they teach core academic content as applicable.

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

Gadsden is currently at the state's average total for graduates entering community colleges by the Fall of their graduation year (31%). Strategies for improving student readiness for the public post-secondary level based on annual analysis of the High School Feedback Report include:

- 1) Begin providing College Placement Testing and Post-secondary Education Readiness Test preparation during students' freshman year and continuing through their senior high year. After-school programs, similar to SES provider, that serve our students will also be encouraged to provide these services as well.
- 2) Host Career/College fair or expo on campus; invite all students in grades 4 - 12.
- 3) Administer the ACT, SAT and PERT college placement and readiness tests to eligible 10th-12th grade students.

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

CPA utilizes several different strategies for public postsecondary readiness by participating in ACT, SAT and PERT testing. During the year, tours to several local colleges and universities are sponsored to give students an insight on the environment of postsecondary schools.

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.** If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.
- G2.** If we integrate literacy across the curriculum, then we will see student achievement increase in all content areas by 10 %.
- G3.** If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%.

Strategic Goals Detail

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

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%. 1a

G055569

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 38.0 |
| AMO Math - All Students | 36.0 |
| FAA Writing Proficiency | 0.05 |
| Bio I EOC Pass | 10.0 |

Resources Available to Support the Goal 2

- "No More D's" Program - The Art of Teaching by Marzano book study - Florida State Standards - PD360 - CPALMS - Florida Standards Course Descriptions - Collections and Journey Reading Program - Acaethics Mathematics Program - District Approve Lab Programs - iReady - Adaptive Curriculum - Use of tutors/mentors from Florida State University Presidential Scholars Program - Professional Development during Tuesdays' Faculty Meetings - Use of a Mathematic Interventionist to assist Mathematics teachers in their day to day duties and responsibilities - High school students use of ACTPrepMe to prepare students for ACT Test - The Partnering of Dr. James Brown for Principal' Mentorship Program

Targeted Barriers to Achieving the Goal 3

- Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

Plan to Monitor Progress Toward G1. 8

Weekly FCIM Lessons, Bi-weekly mini assessments, District Baseline, Mid Year and End of the year Results, FAIR results, and Teacher Subject Tests

Person Responsible

Keith Dowdell

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Success will be monitored through the incline of passing percentages on each piece of collected data. If the percentage is not passing then we will know our methods are ineffective. We will then remediate students on the low performing skills. The Florida Continuous Improvement Model will be our guide to instruction. Along the year, the book study of "The Art of Teaching" by Marzano will enable teachers to implement additional teaching strategies for student engagement that will help increase student achievement..

G2. If we integrate literacy across the curriculum, then we will see student achievement increase in all content areas by 10 %. **1a**

G055568

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Lowest 25% Gains | 10.0 |
| ELA/Reading Lowest 25% Gains | 10.0 |
| Dropout Rate | 10.0 |

Resources Available to Support the Goal **2**

- "No More D's Program" - "The Art of Teaching" by Marzano (Book Study) - FAIR results - District Reading and Mid Year Results - iReady Reading Diagnostic results - Teachers' subject area tests results - Weekly FCIM results - Bi weekly mini assessments - Florida Standards implemented through teachers' lesson plans - Adaptive Curriculum results - Project Based Learning activities. - PD360

Targeted Barriers to Achieving the Goal **3**

- Lack of other subject areas with the exception of Language Arts and Reading not implementing literacy strategies - Teachers not infusing Common Core standards with Florida Standards - Low performing/unmotivated students - Lack of Literacy Professional Development activities for teachers

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

- Data from walk thru
- Lesson plans
- Data chats with teachers will be used to determine if classrooms are using literacy activities to teach their core subject.

Person Responsible

Myra Grant

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

- Monthly meeting with the Principal to discuss and share literacy - Nine weeks grades - Mid term grades - Bi weekly assessments - Monthly Department meetings with the Assistant Principal to infuse Project Based activities across the curriculum. - Literacy meetings and professional development ideas monitored by the Reading Coach

G3. If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%. **1a**

G055567

Targets Supported **1b**

| Indicator | Annual Target |
|----------------------------|---------------|
| 4-Year Grad Rate (At-Risk) | 10.0 |
| Dropout Rate | 10.0 |

Resources Available to Support the Goal **2**

- School wide motivational assemblies - 21st Century Program - District Parent Portal - Community& Social agencies - Tutor and mentor assistance - Field Trips

Targeted Barriers to Achieving the Goal **3**

- Lack of student attendance - Workable Parent Portal - No consistency with tutors and mentors
- Extended school day for after school program - Lack of Funds - Working Intercom System for Emergencies and Announcements

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

- Surveys
- Skyward (attendance/grades notification)
- 21st Century attendance sheets,

Person Responsible

Keith Dowdell

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

- Attendance sheets - Higher number of honor roll students - Mentors and tutors evaluations

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. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%. **1**


 G055569

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery **2**

 B140142

G1.B1.S1 Students'attendance escalating and teachers being receptive in promoting school's goals.

4

 S152483

Strategy Rationale

If the curriculum is strengthen and is more rigorous, then students will be college and career ready by graduation.

Action Step 1 **5**

The Florida Continuous Model, "The Art of Teaching" (Book study), "No More D's" Program

Person Responsible

Keith Dowdell

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Bi-Weekly Assessments

Action Step 2 5

Florida State Standards, CPalms, Acaethics Program, Florida State Standards Course Descriptions, Collections and Journey Reading Program, "Go" Math

Person Responsible

Myra Grant

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Report Cards, Bi-Weekly Assessment, Mid-Term Progress Report

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|----------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | The Florida Continuous Model, "The Art of Teaching" (Book study), "No More D's" Program | Dowdell, Keith | 8/25/2014 | Bi-Weekly Assessments | 5/29/2015 weekly |
| G1.B1.S1.A2 | Florida State Standards, CPalms, Acaethics Program, Florida State Standards Course Descriptions, Collections and Journey Reading Program, "Go" Math | Grant, Myra | 8/25/2014 | Report Cards, Bi-Weekly Assessment, Mid-Term Progress Report | 5/29/2015 monthly |
| G1.MA1 | Weekly FCIM Lessons, Bi-weekly mini assessments, District Baseline, Mid Year and End of the year Results, FAIR results, and Teacher Subject Tests | Dowdell, Keith | 8/25/2014 | Success will be monitored through the incline of passing percentages on each piece of collected data. If the percentage is not passing then we will know our methods are ineffective. We will then remediate students on the low performing skills. The Florida Continuous Improvement Model will be our guide to instruction. Along the year, the book study of "The Art of Teaching" by Marzano will enable teachers to implement additional teaching strategies for student engagement that will help increase student achievement.. | 5/29/2015 weekly |
| G2.MA1 | - Data from walk thru - Lesson plans - Data chats with teachers will be used to determine if classrooms are using literacy activities to teach their core subject. | Grant, Myra | 8/25/2014 | - Monthly meeting with the Principal to discuss and share literacy - Nine weeks grades - Mid term grades - Bi weekly assessments - Monthly Department meetings with the Assistant Principal to infuse Project Based activities across the curriculum. - Literacy meetings and professional development ideas monitored by the Reading Coach | 5/29/2015 weekly |
| G3.MA1 | - Surveys - Skyward (attendance/grades notification - 21st Century attendance sheets, | Dowdell, Keith | 8/25/2014 | - Attendance sheets - Higher number of honor roll students - Mentors and tutors evaluations | 5/29/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

G1.B1.S1 Students' attendance escalating and teachers being receptive in promoting school's goals.

PD Opportunity 1

The Florida Continuous Model, "The Art of Teaching" (Book study), "No More D's" Program

Facilitator

Principal, Assistant Principal and Reading Coach

Participants

All teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

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

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

G1.B1.S1 Students'attendance escalating and teachers being receptive in promoting school's goals.

PD Opportunity 1

Florida State Standards, CPalms, Acaethics Program, Florida State Standards Course Descriptions, Collections and Journey Reading Program, "Go" Math

Facilitator

ETO Office

Participants

All teacher

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |