

Gadsden County Schools

East Gadsden High School



2016-17 Schoolwide Improvement Plan

East Gadsden High School

27001 BLUE STAR HWY, Havana, FL 32333

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2015-16 Title I School Yes	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 100%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 97%

School Grades History

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

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

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

To educate and produce future leaders

b. Provide the school's vision statement.

East Gadsden High School is where the faculty, staff, and community work as a cohesive unit to inspire and produce world-class achievers.

2. School Environment

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

The process by which East Gadsden High School learns about students' culture and builds relationships between teachers and students is promoting diversity through onsite clubs and committees such as the Multi-Cultural Committee, the Student Government Association, the Beta Club, the Key Club, the National Honor Society, and Mu Alpha Theta Mathematics Honor Society. Student with disabilities are paired with faculty and staff mentors through the Check-and-Connect Program. Diversity is also promoted through the observance of Black History Month, Cinco De Mayo, and the May Day Festival.

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

East Gadsden High School creates an environment where students feel safe and respected by administrators and security officers greeting students out in front of the school, the courtyard, and at the bus ramp each morning and afternoon. Additionally, teachers and Behavior Specialists are posted around the campus and outside their classroom doors greeting students as they enter campus and classrooms throughout the day. East Gadsden High School has a full-time Resource Officer on campus who meets with students and family members to provide a safe place for students to express concerns and receive support.

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.

East Gadsden High School follows the Gadsden School District Student Code of Conduct. In addition, East Gadsden has the following behavioral systems in place:

- Continuous monitoring of student movement
- Faculty and staff visibility throughout the school day
- Full-time student resource officer
- Barkley Security officers
- Well lit campus
- Security cameras
- Continuous supervision before, during and after school
- Full-time in-school suspension program
- Administrators strategically placed throughout the campus

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.

East Gadsden currently has four full-time School Counselors, one full-time school Social Worker, one School Psychologist, four full-time Behavior Specialists and one School Nurse to ensure the social-emotional needs of all students are met. The school practices an open-door policy in which the students can request assistance at any time. Teachers also utilize the Gadsden County School District's Social Work Referral Form to address excessive absences.

3. Early Warning Systems

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

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

East 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, grade point average, student behavior, drop-out rate, 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	0	0	0	14	15	8	5	42
One or more suspensions	0	0	0	0	0	0	0	0	0	199	108	72	43	422
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	35	11	12	1	59
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	296	319	243	25	883

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	200	134	100	25	459

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

East Gadsden High School faculty and staff monitors attendance each period using Skyward. The Administrative Team requires a list of all students who scored below a letter grade of C in any course. Progress Reports are sent home once per nine weeks. Teachers conduct data chats needed to inform students of their current academic standing in the class. School Counselors review and monitor students' G.P.A. by grade level. The Administrative Team monitors and reviews student behavioral documentation. An In-School Suspension program is provided for initial intervention. Standardized testing is monitored through Performance Matters (Unify) by teachers, the Reading Coach, and the Administrative Team. District baseline, mid-year, and end-of-year assessments are used to predict students' success on standardized testing.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

The administration and staff at EGHS are committed to the importance of parental involvement in the education of our students. Parent meetings are planned at times to accommodate our parents' schedules. Our Annual Title I meeting is held in the 1st month of school and our best efforts are made to encourage all parents to attend. Our parent resource center is open daily from 7:00 am to 4:00 pm. Parents are invited to pick up materials and ask questions. Our Parent Liaison has flexible hours to ensure that the center is conveniently open for parent use.

Teachers are encouraged to maintain an open communication relationship with all parents. Weekly phone calls or emails are expected. The district is using Skyward which will eventually facilitate this process by allowing parents to access student progress on-line. Skylert is a part of this new program that will be utilized to send automated messages to parents regarding upcoming events, etc.

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 Student Advisory Council (SACS) is used to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. SACS members consist of parents as well as business and community members who are representative of the ethnic, racial, and economic community served by the school. The other members of the SAC consist of the principal and school personnel. Other partnerships with the community include the STEM program, SSTRIDE, FSU Upward Bound, FAMU Talent Search, the National Hookup of Black Women, Men of Distinction, JROTC, TCC Dual Enrollment, and the Athletic Program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jackson, Sonya	Principal
Jones, Pamela	Assistant Principal
Farmer, Erica	Teacher, K-12
Sherman, Tammy	Teacher, K-12
Farmer, Claudette	Teacher, K-12
Thomas, Linda	Teacher, ESE
Riggins, Sandra	Assistant Principal
Shaffer, Deborah	Assistant Principal
Nogowski, John	Teacher, K-12
Hogan, Elliot	Teacher, K-12
Bradwell, James	Teacher, K-12
Trotter, Trinika	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 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 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.

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 East Gadsden High 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 graduate on time. Training has been provided to teachers on the Achieve3000 program that targets reading 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.

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
Angela Burgess	Parent
Emmanuel Sapp	Business/Community
Brown, Terrance	Parent
Farmer, Erica	Teacher
Flowers, Rev. Charles	Business/Community
Jackson, Dee	Parent
Jones, Pamela	Education Support Employee
Perkins, LaKysa	Parent
Randolph, Patricia	Parent
Saenz, Debbie	Parent
Saunders, Byron	Parent
Sherman, Tammy	Teacher
Showers, Jerome	Business/Community
Showers, Tynease	Business/Community
Tribue, Rosemary	Business/Community
Esquivel, Lucia	Education Support Employee
Finch, Lacshauna	Parent
Gainous, Al'Kendreana	Student
Jackson, Shelia	Parent
Porter, LaTasha	Parent
Powell, Jeff	Parent
Smith, Angela	Parent
Williams, Doreatha	Parent
Robinson, Mimi	Parent
Cooper, Kimberly	Parent
Chandler, Cedric	Student
Shaffer, Deborah	Education Support Employee
Riggins, Sandra	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

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.

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
Simmons, Peggy	Instructional Media
Sherman, Tammy	Teacher, K-12
Thommen, John	Teacher, K-12
Farmer, Erica	Instructional Coach
Jones, Pamela	Assistant Principal
Riggins, Sandra	Assistant Principal
Black, O'Hara	Teacher, K-12
McDaniel, Michael	Teacher, K-12

b. Duties

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

The Reading Leadership Team at East Gadsden High School will focus on two major initiatives this year. Writing and explicit vocabulary instruction has been embedded across the curriculum to strengthen student academics. The school also conducts mini-workshops (PLC's) throughout the year on research-based strategies for best practices. In addition, we attend workshops/conferences, model lessons in classrooms, analyze and review data, and share and report data. Some of the reading initiatives for this year include: Math and Science Night, Reading and Math Workshops, Celebrate Literacy Week Florida, Reading, Math, and Science Brain Brawls.

D. Public and Collaborative Teaching

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

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

All faculty actively participates in Professional Learning Communities (PLC) and ongoing Professional Development (PD). Departments are required to meet at least twice a month to collaborate and plan for instruction. PLCs include the Assistant Principal for Curriculum, the Reading Coach, teachers, and other educational partners (ETO, DA Team, etc.). During PLCs data is analyzed and individual teacher's needs are addressed.

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, job-embedded 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.

EGHS will provide opportunities for teachers to be trained in Clinical Ed so that we can partner with Flagler College, FAMU, FSU and TCC in an effort to retain teachers in critical areas.

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

EGHS utilizes one-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and record keeping.

Additional planned mentoring activities:

1. Develop and share model lessons
2. Co-teaching
3. Provide professional development
4. Facilitate the lesson study process
5. Shared best practices
6. Develop and share learning scales/rubrics
7. Facilitate student engagement activities/products
8. Model teacher evaluation components

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.

East Gadsden High School ensures its core instructional programs and materials are aligned to Florida Standards during bi-weekly PLC/common planning times. During these meetings, the leadership team representatives and department level teams focus on student performance and content instruction.

The district based Education Transformation Operations (ETO) team assists with progress monitoring the use of core instructional programs with fidelity. In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

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.

East Gadsden High 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, 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 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: 19,440

The Florida State University Upward Bound Program at East Gadsden High School has operated since 1989. The Upward Bound Program is designed to enhance the academic and personal skills of high school students while preparing them for college admission, retention, and graduation. Also, EGHS utilizes 21st Century Afterschool program to provide tutorial practice in the areas of ELA, Reading, Math, and Science. The program is open to 9th through 12th grade students.

Strategy Rationale

This program exposes students to cultural and career activities, and supplements their regular high school curriculum. Mentors are assigned to the campus to help student stay focused and also provides assistance with their core studies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Riggins, Sandra, rigginsa@gcpsmail.com

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

Attendance rosters, report cards, student test scores, and college acceptance letters.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

East Gadsden provides the following strategies to support incoming cohorts:

- Ninth Grade Academy
- Guidance Counselor visits the feeder middle schools
- Ninth Grade Orientation
- Administrative Chats to discuss student expectations
- Incoming eighth graders visit the school prior to entering ninth grade

East Gadsden provides the following strategies to support outgoing cohorts:

- Guidance Counselor conducts individual academic audits
- Dual Enrollment
- SSTRIDE
- STEM
- FSU Upward Bound
- FAMU Talent Search
- Graduation Rate Tracking
- Industry Certifications
- JROTC
- College Fairs

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.

EGHS conduct career fairs annually to raise awareness of college and career opportunities. In addition, the counselors work in conjunction with the surrounding colleges and community members to obtain scholarships and Financial Aid awards for students. The Guidance Department provide brochures and other literature relating to colleges, careers, and military opportunities. We also are strategic with student course selections ensuring students in 9th grade begin to be tracked based on their interests upon entering high school (AP, CTE, Dual Enrollment courses).

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

EGHS provides various career and technical education courses that would lead to students earning certification. The courses and certification are as follow:

- Introduction to Information Technology, Administrative Office Technology 1, Business Software Application, Accounting Application 1, Financial Operations (Microsoft Office Specialist Certification)
- Nursing Assistant, Health Science Anatomy & Physiology, and Health Science Foundations (Certified Nursing Assistant)
- Culinary Arts 1, 2, and 3 (Serve Safe Certification)
- Plant Biotechnology, Agriculture Biotechnology 2 & 3, and Agriculture Foundations (Certified Agriculture Technician & Horticulture Certification)
- Digital Design 1, 2, 3, & 4 (Digital Design Certification)

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

EGHS students are given an opportunity to choose a career path and based on their interests, students are placed in those courses. For example, students who are interested in a career in business are placed in Introduction to Information Technology.

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.

The report is analyzed by the Administrative Team and the Senior School Counselor who looks for areas of concern and make changes for the coming year. This year students are placed in Intensive Reading courses with the intent that they will receive strategies which will help them improve their test scores on the FSA Reading test or make the concordant score on the ACT/SAT for graduation.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

EGHS demonstrates strength in the number of Industry Certification and Graduation Rate. Whereas we continue to exhibit weaknesses in the area of academics which include the passing of the Algebra 1 EOC, Algebra 2 EOC, Geometry EOC, Biology EOC, US History EOC, and on the FSA ELA Reading and Writing Assessments.

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.

One of the underlying or "root causes" our school struggles in these areas is the level of preparedness upon students entering high school. Data has found that a large number of students are lacking foundational skills necessary to making connections and bridge gaps between one skill to another. For example, a large number of students who enter ninth grade are one to two grade levels behind in reading and math.

In addition, the level of instruction is not rigorous enough to prepare students to score at a satisfactory level or above on FSA ELA Reading and Writing and EOC Assessments.

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 year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.
- G2.** If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready.

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 year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing. **1a**

G086921

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	30.0
Algebra I EOC Pass Rate	17.0
Bio I EOC Pass	21.0
U.S. History EOC Pass	31.0

Targeted Barriers to Achieving the Goal **3**

- Implementation of best practices regarding content area literacy strategies from professional development.
- Large number of new and beginning teachers
- Excessive amount of testing compromises the amount of time for instructional delivery and time on task.
- Limited access to technology

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

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and Subject related materials (leveled readers)
- Resources used include but are not limited to Collections, ACT PrepMe, SAT Prep, Achieve3000, Biology Prep

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

EGHS will use data from EOC and FSA Reading and Writing during the Fall, Winter, and Spring administrations to measure progress towards meeting the goal.

Person Responsible

Pamela Jones

Schedule

Triannually, from 9/12/2016 to 6/2/2017

Evidence of Completion

EOC and FSA Reading and Writing Test Scores

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready. 1a

G086922

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Dropout Rate	1.0
College Readiness Reading	55.0
College Readiness Mathematics	27.0

Targeted Barriers to Achieving the Goal 3

- Under-utilization of resources pertaining to best practices regarding higher order questioning strategies.
- The use of knowledge gained from professional development is not being used with fidelity.
- The community is not fully utilized in support of student performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and subject related materials (leveled readers). Additional resources used include Florida Collections, ACT PrepMe, SAT Prep, Achieve3000, and leveled informational text.

Plan to Monitor Progress Toward G2. 8

Data from walk-throughs will be used to calculate the percent of classrooms that are actively using focus and essential questions. The percentages of classrooms using essential and focus questions will be used to determine the progress toward meeting the goal.

Person Responsible

Pamela Jones

Schedule

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

Evidence of Completion

Walk-through monitoring forms and lesson plans

Plan to Monitor Progress Toward G2. 8

Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge

Person Responsible

Sandra Riggins

Schedule

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

Evidence of Completion

Lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge.

Plan to Monitor Progress Toward G2. 8

Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.

Person Responsible

Sonya Jackson

Schedule

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

Evidence of Completion

Formal observations, walk-throughs, and lesson plans will be monitored

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 year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing. **1**

 G086921

G1.B1 Implementation of best practices regarding content area literacy strategies from professional development. **2**

 B231031

G1.B1.S1 A school-wide initiative to survey and monitor all teachers to determine areas of instructional needs will be utilize to plan professional development that targets best practices and ensure implementation. **4**

 S243772

Strategy Rationale

The rationale behind this strategy is that student performance on standardized tests are not satisfactory. Therefore, we want to ensure teachers are knowledgeable of the content that is being assessed and the most effective method of teaching the content.

Action Step 1 **5**

A school-wide professional development calendar will be followed to address implementation of best practices.

Person Responsible

Erica Farmer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets from monthly professional development trainings, data meetings, Professional Development Calendar, lesson plans, along with classroom walk-throughs.

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

A school-wide professional development calendar will be planned and followed. Teachers will be monitored during instructional walk-throughs by the Administrative Team and the Reading Coach.

Person Responsible

Sandra Riggins

Schedule

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

Evidence of Completion

Sign-in sheets from Best Practices trainings, lesson plans, walk-through feedback

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

The Administrative Team will follow an Instructional Classroom Walk-through Rotational Schedule to ensure strategies learned during Professional Development are implemented with fidelity.

Person Responsible

Sonya Jackson

Schedule

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

Evidence of Completion

Instructional Walk-through Rotational Schedule, Observation sheets, Focused Classroom Walk-through Sheet, Test Scores

G1.B2 Large number of new and beginning teachers 2

B231032

G1.B2.S1 Provide new and beginning teachers with a high level support system through mentoring, professional development, and instructional feedback through classroom walk-throughs and observations. 4

S243773

Strategy Rationale

A large number of new and beginning teachers reduces the ability to build capacity within the school. With so many teachers coming and going, learning the standards and "the way we do things" at the school becomes a problem. Providing teachers with the support they need will help them feel like they are a part of a learning environment that nourishes and prepare educators to be successful on the job.

Action Step 1 5

All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.

Person Responsible

Sandra Riggins

Schedule

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

Evidence of Completion

Lab Schedule, Computer Reports, Sign-in Sheets

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

Mentor and beginning teachers will be scheduled to meet bi-weekly.

Person Responsible

Erica Farmer

Schedule

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

Evidence of Completion

Mentor/Beginning Teacher Log-in Sheets, Mentor Notebooks

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

The Administrative Team will periodically check the Mentor Logs and Mentor Notebooks as well as Department Meeting Minutes.

Person Responsible

Sandra Riggins

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Walk-throughs, Mentor Logs, Mentor Notebooks, Meeting Minutes

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task. 2

 B231033

G1.B3.S1 Increase the pass rate of students who take an EOC or tenth grade FSA ELA Reading and Writing Assessment. 4

 S243774

Strategy Rationale

If most students pass the state standardized assessments when offered in the spring, then less students will have to be scheduled for retake assessments in the fall and winter administrations. This alone will increase instructional time for teachers and students.

Action Step 1 5

Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.

Person Responsible

Pamela Jones

Schedule

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

Evidence of Completion

Lesson Plans, Testing Schedule, and Minutes from meetings

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

Ensure teacher's knowledge of standards being tested are unpacked in their content area meetings and their lesson plans.

Person Responsible

Sandra Riggins

Schedule

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

Evidence of Completion

Meeting minutes from content area meetings, lesson plans

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

The Administrative Team will review lesson plans and meeting minutes.

Person Responsible

Deborah Shaffer

Schedule

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

Evidence of Completion

Lesson plans, meeting minutes

G1.B4 Limited access to technology 2

B231034

G1.B4.S1 Purchase more laptops for instructional use. 4

S243775

Strategy Rationale

There is not enough hardware to accommodate the needs of the students.

Action Step 1 5

The school will purchase two to three laptop carts per year.

Person Responsible

Sonya Jackson

Schedule

Annually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Purchase Orders

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

EGHS will assess the quality and quantity of the laptops on campus.

Person Responsible

Peggy Simmons

Schedule

Semiannually, from 9/6/2016 to 6/2/2017

Evidence of Completion

Technology Inventory

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administrative Team will express our needs for additional laptops to the district office no later than March 2017.

Person Responsible

Sonya Jackson

Schedule

Semiannually, from 8/15/2016 to 3/31/2017

Evidence of Completion

Purchase order

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready. 1

G086922

G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies. 2

B231035

G2.B1.S1 Create and/or utilize a rigorous and relevant curriculum that prepare students to be graduates and or career ready. 4

S243776

Strategy Rationale

We want to increase the number of graduates and prepare students for a career beyond high school.

Action Step 1 5

Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.

Person Responsible

Pamela Jones

Schedule

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

Evidence of Completion

Common board with essential and focus questions in all classrooms; Lesson Plans; Feedback from classroom walk-throughs and Lesson Plans feedback

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

The Administrative Team will ensure that teachers are actually teaching what is stated in their lesson plans.

Person Responsible

Sandra Riggins

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-throughs

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

Focused Classroom Walk-throughs will be utilized to provide feedback to teachers in areas concern.

Person Responsible

Sandra Riggins

Schedule

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


Evidence of Completion

Lesson plans, walk-through feedback forms

G2.B2 The use of knowledge gained from professional development is not being used with fidelity. **2**

 B231036

G2.B2.S1 All professional development training will have follow-up activities. **4**

 S243777

Strategy Rationale

In an effort to monitor the use of strategies gained from professional development, follow-up activities will be required.

Action Step 1 **5**

Monitor and/or review implementation of professional development follow-up activities with fidelity.

Person Responsible

Pamela Jones

Schedule

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

Evidence of Completion

Walk-throughs, Lesson Plans, observations, minutes from department meetings

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

Follow-up activities will be monitored by the Administrative Team and the Reading Coach.

Person Responsible

Erica Farmer

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Print out of follow-up activities via PAEC

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

Follow-ups will be discussed in Administrative Team Meetings.

Person Responsible

Sonya Jackson

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017


Evidence of Completion

Meeting agendas

G2.B3 The community is not fully utilized in support of student performance. 2

 B231037

G2.B3.S1 Begin to provide information to parents and community members about student performance and the requirements for graduation. 4

 S243778

Strategy Rationale

Parents and community members lack the understanding of the rigorous requirements for students to be graduation, college, and career ready.

Action Step 1 5

The Administrators of East Gadsden will inform parents and community members of the requirements to earn a standard high school diploma.

Person Responsible

Sonya Jackson

Schedule

Semiannually, from 7/22/2016 to 6/2/2017

Evidence of Completion

Brochures, handouts, Town Hall Meetings, Parent Expos, SAC Meetings, Open House/ Orientation

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

The school will schedule events via school calendar and different mediums to inform parents and the community of various events.

Person Responsible

Sonya Jackson

Schedule

Quarterly, from 7/22/2016 to 6/2/2017

Evidence of Completion

Copies of hand-outs, brochures, and news clippings

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

We will host six or more events within the 2016-17 school year.

Person Responsible

Sonya Jackson

Schedule

Quarterly, from 7/22/2016 to 6/2/2017

Evidence of Completion

Handouts, brochures, meeting minutes, agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.MA1 M327097	The Administrative Team will express our needs for additional laptops to the district office no...	Jackson, Sonya	8/15/2016	Purchase order	3/31/2017 semiannually
G1.MA1 M327099	EGHS will use data from EOC and FSA Reading and Writing during the Fall, Winter, and Spring...	Jones, Pamela	9/12/2016	EOC and FSA Reading and Writing Test Scores	6/2/2017 triannually
G2.MA1 M327106	Data from walk-throughs will be used to calculate the percent of classrooms that are actively using...	Jones, Pamela	8/15/2016	Walk-through monitoring forms and lesson plans	6/2/2017 biweekly
G2.MA2 M327107	Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge	Riggins, Sandra	8/15/2016	Lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge.	6/2/2017 biweekly
G2.MA3 M327108	Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.	Jackson, Sonya	8/15/2016	Formal observations, walk-throughs, and lesson plans will be monitored	6/2/2017 biweekly
G1.B1.S1.MA1 M327091	The Administrative Team will follow an Instructional Classroom Walk-through Rotational Schedule to...	Jackson, Sonya	8/15/2016	Instructional Walk-through Rotational Schedule, Observation sheets, Focused Classroom Walk-through Sheet, Test Scores	6/2/2017 weekly
G1.B1.S1.MA1 M327092	A school-wide professional development calendar will be planned and followed. Teachers will be...	Riggins, Sandra	8/15/2016	Sign-in sheets from Best Practices trainings, lesson plans, walk-through feedback	6/2/2017 monthly
G1.B1.S1.A1 A315426	A school-wide professional development calendar will be followed to address implementation of best...	Farmer, Erica	8/22/2016	Sign-in sheets from monthly professional development trainings, data meetings, Professional Development Calendar, lesson plans, along with classroom walk-throughs.	6/2/2017 monthly
G1.B2.S1.MA1 M327093	The Administrative Team will periodically check the Mentor Logs and Mentor Notebooks as well as...	Riggins, Sandra	8/15/2016	Lesson Plans, Walk-throughs, Mentor Logs, Mentor Notebooks, Meeting Minutes	6/2/2017 every-6-weeks
G1.B2.S1.MA1 M327094	Mentor and beginning teachers will be scheduled to meet bi-weekly.	Farmer, Erica	8/15/2016	Mentor/Beginning Teacher Log-in Sheets, Mentor Notebooks	6/2/2017 biweekly
G1.B2.S1.A1 A315427	All new and beginning teachers will be partnered with a mentor, assigned to a department, and...	Riggins, Sandra	8/8/2016	Lab Schedule, Computer Reports, Sign-in Sheets	6/2/2017 weekly
G1.B3.S1.MA1 M327095	The Administrative Team will review lesson plans and meeting minutes.	Shaffer, Deborah	8/15/2016	Lesson plans, meeting minutes	6/2/2017 biweekly
G1.B3.S1.MA1 M327096	Ensure teacher's knowledge of standards being tested are unpacked in their content area meetings...	Riggins, Sandra	8/15/2016	Meeting minutes from content area meetings, lesson plans	6/2/2017 biweekly
G1.B3.S1.A1 A315428	Collaborate with teachers on instructional strategies that will help students be successful on the...	Jones, Pamela	8/8/2016	Lesson Plans, Testing Schedule, and Minutes from meetings	6/2/2017 biweekly
G1.B4.S1.MA1 M327098	EGHS will assess the quality and quantity of the laptops on campus.	Simmons, Peggy	9/6/2016	Technology Inventory	6/2/2017 semiannually
G1.B4.S1.A1 A315429	The school will purchase two to three laptop carts per year.	Jackson, Sonya	8/1/2016	Purchase Orders	6/2/2017 annually
G2.B1.S1.MA1 M327100	Focused Classroom Walk-throughs will be utilized to provide feedback to teachers in areas concern.	Riggins, Sandra	8/15/2016	Lesson plans, walk-through feedback forms	6/2/2017 biweekly
G2.B1.S1.MA1 M327101	The Administrative Team will ensure that teachers are actually teaching what is stated in their...	Riggins, Sandra	8/15/2016	Lesson plans, classroom walk-throughs	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A315430	Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be...	Jones, Pamela	8/8/2016	Common board with essential and focus questions in all classrooms; Lesson Plans; Feedback from classroom walk-throughs and Lesson Plans feedback	6/2/2017 biweekly
G2.B2.S1.MA1 M327102	Follow-ups will be discussed in Administrative Team Meetings.	Jackson, Sonya	8/15/2016	Meeting agendas	6/2/2017 every-2-months
G2.B2.S1.MA1 M327103	Follow-up activities will be monitored by the Administrative Team and the Reading Coach.	Farmer, Erica	8/15/2016	Print out of follow-up activities via PAEC	6/2/2017 every-6-weeks
G2.B2.S1.A1 A315431	Monitor and/or review implementation of professional development follow-up activities with...	Jones, Pamela	8/15/2016	Walk-throughs, Lesson Plans, observations, minutes from department meetings	6/2/2017 monthly
G2.B3.S1.MA1 M327104	We will host six or more events within the 2016-17 school year.	Jackson, Sonya	7/22/2016	Handouts, brochures, meeting minutes, agendas	6/2/2017 quarterly
G2.B3.S1.MA1 M327105	The school will schedule events via school calendar and different mediums to inform parents and the...	Jackson, Sonya	7/22/2016	Copies of hand-outs, brochures, and news clippings	6/2/2017 quarterly
G2.B3.S1.A1 A315432	The Administrators of East Gadsden will inform parents and community members of the requirements to...	Jackson, Sonya	7/22/2016	Brochures, handouts, Town Hall Meetings, Parent Expos, SAC Meetings, Open House/Orientation	6/2/2017 semiannually

V. Professional Development Opportunities

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

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.

G1.B2 Large number of new and beginning teachers

G1.B2.S1 Provide new and beginning teachers with a high level support system through mentoring, professional development, and instructional feedback through classroom walk-throughs and observations.

PD Opportunity 1

All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.

Facilitator

Sandra Riggins

Participants

All new and beginning teachers

Schedule

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

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task.

G1.B3.S1 Increase the pass rate of students who take an EOC or tenth grade FSA ELA Reading and Writing Assessment.

PD Opportunity 1

Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.

Facilitator

Erica Farmer

Participants

Leadership Team, District Representatives, Administrators, Reading Coach, and teachers

Schedule

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

G1.B4 Limited access to technology

G1.B4.S1 Purchase more laptops for instructional use.

PD Opportunity 1

The school will purchase two to three laptop carts per year.

Facilitator

Sonya Jackson, Pamela Jones

Participants

Teachers

Schedule

Annually, from 8/1/2016 to 6/2/2017

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready.

G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies.

G2.B1.S1 Create and/or utilize a rigorous and relevant curriculum that prepare students to be graduates and or career ready.

PD Opportunity 1

Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.

Facilitator

Erica Farmer

Participants

All teachers, Reading Coach, Administrators

Schedule

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

G2.B2 The use of knowledge gained from professional development is not being used with fidelity.

G2.B2.S1 All professional development training will have follow-up activities.

PD Opportunity 1

Monitor and/or review implementation of professional development follow-up activities with fidelity.

Facilitator

Erica Farmer

Participants

All teachers, Reading Coach, Administrators

Schedule

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

VI. Technical Assistance Items

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

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.

G1.B1 Implementation of best practices regarding content area literacy strategies from professional development.

G1.B1.S1 A school-wide initiative to survey and monitor all teachers to determine areas of instructional needs will be utilize to plan professional development that targets best practices and ensure implementation.

TA Opportunity 1

A school-wide professional development calendar will be followed to address implementation of best practices.

Facilitator

Erica Farmer

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	A school-wide professional development calendar will be followed to address implementation of best practices.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3373	130-Other Certified Instructional Personnel	0071 - East Gadsden High School	Title I, Part A		\$10,000.00
<i>Notes: Literary and Literacy celebrations</i>						
2	G1.B2.S1.A1	All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	120-Classroom Teachers	0071 - East Gadsden High School	Title II		\$6,000.00
<i>Notes: Monies to compensate mentor teachers</i>						
3	G1.B3.S1.A1	Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.				\$15,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6400	500-Materials and Supplies	0071 - East Gadsden High School	Title I, Part A		\$15,000.00	
<i>Notes: Materials and supplies to support professional development</i>							
4	G1.B4.S1.A1	The school will purchase two to three laptop carts per year.					\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6500	643-Capitalized Hardware and Technology-Related Infrastructure	0071 - East Gadsden High School	General Fund		\$45,000.00	
<i>Notes: Additional computers will support computer labs and classroom instruction.</i>							
5	G2.B1.S1.A1	Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.					\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6400	500-Materials and Supplies	0071 - East Gadsden High School	Title II		\$7,000.00	
<i>Notes: Training</i>							
6	G2.B2.S1.A1	Monitor and/or review implementation of professional development follow-up activities with fidelity.					\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6400	140-Substitute Teachers	0071 - East Gadsden High School	Title I, Part A		\$12,000.00	
<i>Notes: Additional training</i>							
7	G2.B3.S1.A1	The Administrators of East Gadsden will inform parents and community members of the requirements to earn a standard high school diploma.					\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	9100	700-Other Expenses	0071 - East Gadsden High School	Title I, Part A		\$5,000.00	
<i>Notes: This will allow us to increase parental and community involvement.</i>							
Total:						\$100,000.00	