

Gadsden County Schools

Gadsden County High School



2019-20 Schoolwide Improvement Plan

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Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

www.gadsdenschools.org

Demographics

Principal: Chelsea Franklin

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: C (42%) 2016-17: D (32%) 2015-16: D (36%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	D

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gadsden County High School will provide all students with a safe and nurturing learning environment. We will teach a curriculum that is rich and rigorous and that respects diversity in students' learning styles. We have one guiding principle: Preparing students for college and/or careers. We strive for our students to prepare themselves to be self-sufficient adults.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Pamela	Principal	
Lightfoot, Tomeka	Teacher, K-12	
Valencia, Kayla	Teacher, K-12	
Black, O'Hara	Teacher, K-12	
Thomas, Linda	Teacher, ESE	
Scott, Tawanda	Assistant Principal	
Stallworth, Shakera	Teacher, K-12	
D'Oleo, Maria	Teacher, K-12	
Smith, Edrick	Other	
Shaffer, Deborah	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	305	266	259	261	1091	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	18	2	4	33	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	145	118	86	352	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	31	12	10	94	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	224	45	1	414	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	29	30	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Monday 8/5/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	9	11	2	28	
One or more suspensions	0	0	0	0	0	0	0	0	0	365	221	116	96	798	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	161	111	71	31	374	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	172	12	0	319	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	667	573	210	129	1579	

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	9	11	2	28	
One or more suspensions	0	0	0	0	0	0	0	0	0	365	221	116	96	798	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	161	111	71	31	374	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	172	12	0	319	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	667	573	210	129	1579

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	25%	25%	56%	19%	21%	53%
ELA Learning Gains	38%	38%	51%	29%	26%	49%
ELA Lowest 25th Percentile	36%	36%	42%	33%	15%	41%
Math Achievement	16%	16%	51%	15%	12%	49%
Math Learning Gains	18%	18%	48%	23%	17%	44%
Math Lowest 25th Percentile	28%	28%	45%	36%	31%	39%
Science Achievement	21%	21%	68%	18%	17%	65%
Social Studies Achievement	77%	77%	73%	20%	60%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	305 (0)	266 (0)	259 (0)	261 (0)	1091 (0)
Attendance below 90 percent	9 (6)	18 (9)	2 (11)	4 (2)	33 (28)
One or more suspensions	3 (365)	145 (221)	118 (116)	86 (96)	352 (798)
Course failure in ELA or Math	41 (161)	31 (111)	12 (71)	10 (31)	94 (374)
Level 1 on statewide assessment	144 (135)	224 (172)	45 (12)	1 (0)	414 (319)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	27%	34%	-7%	55%	-28%
	2018	26%	27%	-1%	53%	-27%
Same Grade Comparison		1%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	21%	25%	-4%	53%	-32%
	2018	29%	30%	-1%	53%	-24%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	57%	-35%	67%	-45%
2018	35%	34%	1%	65%	-30%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	70%	18%	70%	18%
2018	43%	38%	5%	68%	-25%
Compare		45%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	34%	-15%	61%	-42%
2018	12%	30%	-18%	62%	-50%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	14%	-3%	57%	-46%
2018	22%	20%	2%	56%	-34%
Compare		-11%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	29	29	20	21	18				82	33
ELL		16	21	15							
BLK	24	38	39	11	13	28	19	76		76	40
HSP	25	36	23	26	28		27	73		75	62
FRL	25	37	36	15	19	31	19	75		75	48
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	33	41	36	36	29	36	43		78	6
ELL	9	43	45							40	
BLK	27	41	47	23	28	46	34	45		64	38
HSP	31	49	56	29	33	45	58	42		56	50
WHT	42	50									
FRL	27	42	49	21	29	49	34	43		59	40
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	25	26	4	19	31		13			
ELL	4	12	10	9	21	27					
BLK	14	27	40	12	21	34	9	9	23	84	38
HSP	24	30	31	19	28	44	31	24	23	73	81
WHT	29	32		15	17						
FRL	16	27	36	14	22	34	16	17	18	75	63

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math (achievement, learning gains, lowest 25% learning gains) showed the lowest performance. The math department had a serious deficit in instructors who were certified. In addition, we noticed that the level of rigor from instruction was not adequate enough to equip students with the necessary skills to pass the FSA Algebra 1 EOC and the FSA Geometry EOC.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math's lowest 25% learning gains showed the greatest decline from the prior year. They category decreased by 21%. The greatest contributor was the decrease in certified teachers. The department started out with a deficit of three math instructors, and by the end of the first semester, we were still lacking two teachers. It wasn't until the second semester of school that we filled those positions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state's average was in the category of Math Achievement. There was a 35% gap between how we performed as compared to the state. One of the factors that contributed to the gap was again the deficit in the math instructors for the department. In addition, teachers feel like students are coming to them below grade level and that they have to teach basic math skills to attempt to bring students to a higher achievement level. This has resulted in a drastic reduction in math proficiency for our students over the years. Watering down the instruction has not yielded high achievement for our students.

Which data component showed the most improvement? What new actions did your school take in this area?

US History EOC showed the most improvement from the previous year. The factor that contributed the most to this success is that we decided to have our highly effective teacher to teach all of the US History courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of Level 1 students on statewide assessments is a concern. Increasing students from a Level 1 to a higher level is difficult to obtain when they come at a deficit. Even when students show growth, they are still within the Level 1 range (Low, Medium, and High). These students are in the bottom quartile and has been identified as a major concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase proficiency on the Algebra I EOC and the Geometry EOC.
2. Increase proficiency on the Biology EOC.
3. Increase proficiency on the FSA ELA Reading and Writing.
4. Increase graduation rate.
5. Increase the number of students receiving Industry Certifications.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improving ELA proficiency is the intended area of focus.
Rationale	We were well below the State average on the FSA/ ELA with proficiency. Our plan is to increase proficiency for the 2019-2020 school term.
State the measurable outcome the school plans to achieve	The school plans to improve ELA proficiency by 3%.
Person responsible for monitoring outcome	Tireshia Galloway (gallowaytireeshia@gpcsmail.com)
Evidence-based Strategy	<p>Achieve 3000 is one of the evidence-based tools that we will be using. Achieve 3000 will be utilized by the Intensive Reading instructors and they will follow the pacing guide and curriculum map created by the District Reading Specialist. Teachers, as well as, the Reading Coach will provide constant monitoring of the evidence-based strategy.</p> <p>We also have the 21st Century after school program, tutoring, and highly qualified teachers to teach ELA students.</p>
Rationale for Evidence-based Strategy	Students need much more practice with ELA standards, comprehension, writing, and other strands that make up ELA FSA test scores, especially those at the lowest 25%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establishing a baseline is a necessary action step. 2. We will identify lowest quartile of students. 3. We will identify specific learning needs of all students. 4. We will have the Reading Coach work with teachers in targeting small groups. 5. We will progress monitor and adjust strategies as necessary to meet goals.
Person Responsible	Tireshia Galloway (gallowaytireeshia@gpcsmail.com)

#2	
Title	Improve Algebra I proficiency
Rationale	Algebra is needed to graduate and many students come unprepared for rigor of Algebra. Algebra scores on EOC are below state average
State the measurable outcome the school plans to achieve	Improve Algebra I scores by at least 3%
Person responsible for monitoring outcome	Calvin Robinson (robinsonc@gcpsmail.com)
Evidence-based Strategy	Small group and individualized instruction based on needs determined by data will be a strategy used.
Rationale for Evidence-based Strategy	Small groups will be used because it is necessary for student improvement. Evidence will be collected from test data of targeted students, such as: STAR Math, Math Nation and teacher-made assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify baseline. 2. Identify students with math deficiencies. 3. Provide math teachers with modeling and individualized student assistance. 4. Provide quarterly review. 5. Progress monitor and revise strategies as necessary.
Person Responsible	Calvin Robinson (robinsonc@gcpsmail.com)

#3	
Title	Improve Science EOC performance
Rationale	Biology is below the state average.
State the measurable outcome the school plans to achieve	Improve Biology EOCs by 5%.
Person responsible for monitoring outcome	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy	Provide SSTRIDE interventions.
Rationale for Evidence-based Strategy	FSU University of Medicine works closely with Biology students to ready them for a college career in medicine. They provide many different tutors and mentor teachers to students and provide proven curriculum that increases student achievement on the Biology EOC.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide a baseline assessment. 2. Identify students in need of assistance. 3. Contract with SSTRIDE. 4. Put curriculum and tutoring in place. 5. Progress monitor.
Person Responsible	Tawanda Scott (scottt@gcpsmail.com)

#4	
Title	Address Mental Health
Rationale	Student behavior incidents and out-of-school suspensions are much higher than state average and distract from reaching academic proficiency.
State the measurable outcome the school plans to achieve	Reduce out-of-school suspensions and behavior incidents by 2%.
Person responsible for monitoring outcome	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy	Provide a Character Education program to address behavior issues. We are also implementing the 5-hour mental health requirement through the Social Studies courses. School Counselors will provide these services periodically.
Rationale for Evidence-based Strategy	Building stronger relationships will assist students in staying in school and performing better.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop curriculum to utilize for Character Education and Mental Health Awareness. 2. Identify students most in need of intervention. 3. provide appropriate interventions and programs to assist students. 4. Schedule resources to provide on-going support for Character Education and Mental Health Awareness. 5. Progress monitor and evaluate programs.
Person Responsible	Keith Dowdell (dowdellk@gcpsmail.com)

#5	
Title	Improve Graduation Rate.
Rationale	The Graduation rate is below the State average.
State the measurable outcome the school plans to achieve	Improve graduation rate by at least 3%.
Person responsible for monitoring outcome	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy	ACT-SAT prep and Graduation Coach are evidence-based strategies that we will be utilizing.
Rationale for Evidence-based Strategy	Most students have maintained the required 2.0 GPA, met online requirements, have taken and passed all required coursework but have not passed the FSA ELA Reading and the Algebra 1 EOC.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students who are at-risk of not graduating. 2. Select interventions and staff to accommodate student need. 3. Provide SAT/ACT practice via the English 3 and English 4 teachers. 4. Provide outside tutors to assist students with SAT/ACT preparation. 5. Progress monitor and reevaluate throughout the school year.
Person Responsible	Pamela Jones (jonesp@gcpsmail.com)
#6	
Title	Data Analysis Specialist
Rationale	Data needs to be more thoroughly analyzed and embraced at the school level by a person dedicated to the school.
State the measurable outcome the school plans to achieve	After the FSA test is administered in Spring 2020, GCHS will be a "C" school.
Person responsible for monitoring outcome	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy	Deeper data analysis will allow for more strategic targeted decisions about the lowest quartile and the most fragile students.
Rationale for Evidence-based Strategy	There were missed opportunities for learning gains this past school year that a deeper data analysis may have discovered and alerted leadership to watch closer.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify school baseline data needs 2. Identify data analyst for the school. 3. Analyze data often. 4. Teach instructors how to read their data and analyze data to make informed decisions 5. Progress monitor and re-evaluate if needs require adjusting during the school year.
Person Responsible	Pamela Jones (jonesp@gcpsmail.com)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

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

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

We have one guiding principle: Preparing students for college and/or careers. We strive for our students to prepare themselves to be self-sufficient adults.

PFEP Link

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

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

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

For returning students---rising 10th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on track academically. New term schedules are then built and issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

The administration also highly encourages students and parents to attend high school information nights offered throughout the year to keep parents abreast of school information and new policy changes regarding assessments and graduation requirements.

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

The SBLT identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes through the process of a

multi-tiered system of supports.

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

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

Describe the 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.

School counselors meet occasionally with students to monitor individual occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursue a CTE path and take and pass corresponding certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy.

For students pursuing college-ready diplomas, taking the PERT, SAT, and ACT are strongly suggested to be eligible to attend Tallahassee Community College upon entering the tenth or eleventh grade and for achieving a score that allows entry in to a post-secondary institution of choice. The district's response to assisting the school with their endeavors includes transportation, textbook purchases, distance learning accommodations, dual-enrollment, and tuition.

The school also has a partnership with FSU College of Medicine through the SSTRIDE program. Its concentration is on students who are interested in pursuing careers in the medical field. Students will have a mentor teacher to assist with tutoring, their assignments and projects.

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School,

or Keiser College.

To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida.

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

We have a partnership with local universities such as: Tallahassee Community College, Florida Agricultural and Mechanical University and Florida State University. These partnerships include FSU Care, TCC TRIO, and FAMU Talent Search. We also have SSTRIDE programs that acclimate students to college life.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improving ELA proficiency is the intended area of focus.				\$106,053.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$51,000.00
			<i>Notes: Reading Coach to provide modeling and data analysis for ELA teachers and strategic direction for students based on identified needs from data.</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$5,023.50
			<i>Notes: retirement @ 9.85%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,901.50
			<i>Notes: FICA at 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group Health at \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$250.00
			<i>Notes: Life Insurance at \$250</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$678.30
			<i>Notes: Workers Compensation @ 1.33%</i>			
	5100	369-Technology-Related Rentals	0051 - Gadsden County High School	UniSIG	0.0	\$30,000.00
			<i>Notes: Achieve 300 intervention for 500 ELA students daily intervention</i>			
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG	0.0	\$5,000.00
			<i>Notes: ACT/SAT Prep materials</i>			

	6400	391-Subagreements up to \$25,000	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00
			<i>Notes: ACT Coach-Tutor to prepare students to take national test for concordant scores 9 sessions at 2 hours each at \$250 per hour</i>			
2	III.A.	Areas of Focus: Improve Algebra I proficiency				\$66,553.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$51,000.00
			<i>Notes: Math Specialist/Coach to provide modeling of instruction for math and Algebra teachers and data analysis so math teachers can provide appropriate interventions to students based on data.</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$5,023.50
			<i>Notes: retirement at 9.85%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,901.50
			<i>Notes: FICA at 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group health at \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$250.00
			<i>Notes: Life Insurance at \$250 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$678.30
			<i>Notes: Workers Compensation @ 1.33%</i>			
3	III.A.	Areas of Focus: Improve Science EOC performance				\$79,643.03
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	0.0	\$51,000.00
			<i>Notes: Science Coach</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$5,023.50
			<i>Notes: Retirement @ 9.85%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,901.50
			<i>Notes: FICA @ 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: group health @ \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$250.00
			<i>Notes: life insurance @ \$250 annually</i>			

	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$678.30
			<i>Notes: workers compensation @ 1.33%</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0051 - Gadsden County High School	UniSIG	0.0	\$3,089.73
			<i>Notes: 3D printer for science project based learning</i>			
	5100	369-Technology-Related Rentals	0051 - Gadsden County High School	UniSIG	0.0	\$10,000.00
			<i>Notes: STEMscope webbased software for science intervention</i>			
4	III.A.	Areas of Focus: Address Mental Health				\$86,315.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6110	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	2.0	\$50,000.00
			<i>Notes: 2 attendance monitor staff to work with chronic absenteeism and to provide social interventions at \$25,000 each</i>			
	6110	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,925.00
			<i>Notes: retirement @ 9.85%</i>			
	6110	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,825.00
			<i>Notes: FICA @ 7.65%</i>			
	6110	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$11,400.00
			<i>Notes: Group health at \$5,700 x 2 = \$11,400</i>			
	6110	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$500.00
			<i>Notes: Life Insurance @ \$250 x 2</i>			
	6110	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$665.00
			<i>Notes: workers compensation @ 1.33%</i>			
	6150	390-Other Purchased Services	0051 - Gadsden County High School	UniSIG	0.0	\$15,000.00
			<i>Notes: 2 part-time parent outreach specialists to work with students and families as part of behavior and attendance, home visits, and other family engagement activities (2 @ \$7,500 2 x \$10 per hr x 5 hours per day x 150 days during the school year - with occasional Saturday commitment)</i>			
5	III.A.	Areas of Focus: Improve Graduation Rate.				\$60,239.60
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Add graduation coach to work with students beginning in grade 9 and ensuring that they are on schedule taking classes they need to graduate; also working with 2020 potential graduates to identify any missing classes or interventions</i>			

	6100	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,432.50
			<i>Notes: retirement @ 9.85%</i>			
	6100	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50
			<i>Notes: FICA @ 7.65%</i>			
	6100	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group health at \$5,700 annually</i>			
	6100	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$250.00
			<i>Notes: Life insurance @ \$250 annually</i>			
	6100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$598.50
			<i>Notes: Workers Compensation @ 1.33%</i>			
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG	0.0	\$816.10
			<i>Notes: Materials and Supplies for students studying to increase their proficiency to ensure graduation rates stay high - includes miscellaneous study materials for national tests and advanced coursework.</i>			
6	III.A.	Areas of Focus: Data Analysis Specialist				\$59,423.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Data analyst to examine all school data individualized and train teachers on how to analyze and understand data and make data driven decisions.</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,432.50
			<i>Notes: Retirement @ 9.85%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50
			<i>Notes: FICA @ 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group health insurance @ \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$250.00
			<i>Notes: Life insurance @ \$250 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$598.50
			<i>Notes: workers compensation @ 1.33%</i>			
					Total:	\$476,023.63