

Gadsden County Schools

Gadsden County High School



2020-21 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: 7/2/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	2019-20 Title I School	2019-20 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	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

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Purpose and Outline of the SIP

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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 21st Century learning, to excel, and to own their future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Pamela	Principal	
Lightfoot, Tomeka	Other	
Valencia, Kayla	Teacher, K-12	
Black, O'Hara	Dean	
Thomas, Linda	Teacher, ESE	
Scott, Tawanda	Assistant Principal	
Smith, Edrick	Other	
Shaffer, Deborah	Assistant Principal	
Key, Elijah	Assistant Principal	
Toussaint, Eric	Teacher, Career/Technical	
Kenon, Aayana	Teacher, K-12	
Galloway, Tireshia	Instructional Coach	
Robinson, Calvin	Other	District Math Specialist
Solz, Brooke	Other	District Reading Specialist
Paden, Brittany	Teacher, K-12	
Bunion, Andreka	Teacher, K-12	
Dama, Krintha	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/2/2018, Chelsea Franklin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 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
2019-20 Title I School	Yes
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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 .	

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	275	237	239	230	981
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	30	27	24	113
One or more suspensions	0	0	0	0	0	0	0	0	0	72	74	57	47	250
Course failure in ELA	0	0	0	0	0	0	0	0	0	24	45	13	26	108
Course failure in Math	0	0	0	0	0	0	0	0	0	42	29	30	4	105
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	43	40	59	142
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	44	78	96	218

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	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	6	8	3	15	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/15/2020

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	
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

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	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	0

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	
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

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	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	0

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	
	(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.

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						
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

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
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
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%	0

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%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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.

Geometry showed the lowest performance in the year of 2019 with only 11% of students at a proficient level. We were 46% below the state's rating of 57%. One contributing factor has been the turnover rate in the math department and not having any highly effective teachers in that area to teach struggling students.

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

Biology showed the greatest decline from the previous year. In 2018, we were rated 35% proficiency, but in 2019, we were at 22% proficiency. That is a 13% decrease placing us 45% lower than the state's average. The greatest contributing factor is that in 2018, we had a support interventionist to work with the Biology students and did not have one in 2019.

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.

Geometry had the greatest gap of 11% when compared to the state's average at 57% in 2019. That is a 46% difference. Math as a whole has been a struggling for years at our school because of the turnover rate in the department. In addition, math teachers explicitly teaching the standards has also been an issue.

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

US History has shown the most improvement of 88% proficiency. That was an increase of 45% from the previous year. The state's average was 70% in 2019. The same teacher was retained in that area and he explicitly taught students assessed standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One areas of concern is with my ELL group. Our federal index is 23% when it comes to educating the ELL students. The year of 2019 was a consecutive year of the students performing below 32%. Another area of concern is with the Students with Disabilities. They are performing at 32%, 9% less than the 41% acceptable federal index.

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

1. Improve Geometry EOC scores
2. Improve Biology I EOC scores
3. Increase performance for ELL students
4. Increase performance for ESE students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

We were below state average on the FSA/ELA with proficiency. Our plan is to increase proficiency for the 2019-2020 school term.

Measurable Outcome:

The school plans to improve ELA proficiency by 5%.

Person responsible for monitoring outcome:

Tawanda Scott (scottt@gcpsmail.com)

Evidence-based Strategy:

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. ELA Teachers will use CommonLit as an evidence-based strategy. They too will use the pacing guide and curriculum maps developed. Teachers, as well as the Reading Coach, will provide constant monitoring of the evidenced-based strategy.

We will also use Star Reading and Write Score for Writing as evidence-based strategies. These programs will help with monitoring progress of ELA students.

In addition, have the 21st Century after school program, tutoring, and highly qualified teachers to teach ELA students.

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 students who are at the lowest 25%.

Action Steps to Implement

1. Establish a baseline.
2. Identify the lowest quartile of students.
3. Identify specific learning needs of all students.
4. The Reading Coach will work with teachers to assist with small groups of students.
5. We will progress monitor and address strategies as necessary to meet goals.

Person Responsible

Tireshia Galloway (gallowaytireshia@gcpsmail.com)

#2. Instructional Practice specifically relating to Math**Area of****Focus**

We will improve Algebra I proficiency.

Description and

Algebra I is needed to graduate and many students come unprepared for the rigor of Algebra I. Algebra I scores on the EOC are below the state's average.

Rationale:**Measurable Outcome:**

Improve Algebra I scores by 5%.

Person responsible for monitoring outcome:

Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy:

Small group instruction based on the needs of students as determined by data from progress monitoring. Students will be progressed monitored using STAR Math. In addition, Math Nation will be used during small group instruction to assist with explicit teaching. Math Interventionists are needed to assist struggling students.

Rationale for Evidence-based Strategy:

Small groups will be utilized 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. Math interventionists can help students with comprehension during instruction.

Action Steps to Implement

1. Identify and administer baseline.
2. Identify students with math deficiencies.
3. Provide math teachers with modeling and individualized student assistance.
4. Provide monthly data review.
5. Progress monitor and revise strategies as necessary.

Person**Responsible**

Calvin Robinson (robinsonc@gcpsmail.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	We will improve Science EOC performance. Biology is below the states' average.
Measurable Outcome:	We will improve Biology EOC scores by 5%.
Person responsible for monitoring outcome:	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy:	We will provide a science interventionist to assist Biology students.
Rationale for Evidence-based Strategy:	The science interventionist will provide tutoring and mentoring to students in order to increase their achievement on the Biology EOC.

Action Steps to Implement

1. Identify and establish baseline.
2. Identify students in need of assistance.
3. Contract with interventionist.
4. Provide tutoring.
5. Progress monitoring.

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	We will address mental health. Student behavior incidents and out-of-school suspensions are higher than the state's average and distract students from reaching academic performance.
Measurable Outcome:	We will reduce out-of-school suspensions and behavior incidents by 3%.
Person responsible for monitoring outcome:	Pamela Jones (jonesp@gcpsmail.com)
Evidence-based Strategy:	We will provide a character education program to address behavioral issues. In addition, we will implement the five-hour mental health requirement through our social studies department.
Rationale for Evidence-based Strategy:	We will build stronger relationships that will assist students in staying in school and achieving higher performance academically.

Action Steps to Implement

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 [no one identified]

#5. Instructional Practice specifically relating to Graduation**Area of Focus****Description and Rationale:**

We will improve graduation rate. The graduation rate is below state average.

Measurable Outcome:

We will improve graduation rate by 4%.

Person responsible for monitoring outcome:

Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy:

We will utilize ACT/SAT Prep and the Graduation Coach as evidence-based strategies.

Rationale for Evidence-based Strategy:

Most students have maintained the required 2.0 GPA, met online requirement, have taken and passed all required coursework, but have not passed the FSA ELA Reading and Algebra I EOC.

Action Steps to Implement

1. Identify students who are at-risk of not graduating.
2. Select interventions and staff to accommodate student needs.
3. Provide ACT/SAT practice via the English III and English IV teachers.
4. Provide out-side tutors and mentors to assist students with ACT/SAT preparation.
5. Progress monitor and re-evaluate throughout the school year.

Person Responsible

Tomeka Lightfoot (lightfoott@gcpsmail.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining schoolwide improvements priorities will be addressed in the following manner:

Because our Areas of Focus already addresses how we will improve Math and Science, our priorities will be to target speical groups such as ELL and SWD students who fall below the Federal Index of 41%.

The Leadership Team will monitor data and track the progress of these two subgroups of students. In addition, students will be provided resources tailored to their specific adademic needs. Intensive Reading, Learning Strategies, ESE Paraprofessionals, as well as a Bi-Lingual Paraprofessional will assist these subgroups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gadsden County High School has adopted the brand of Everyone Excelling Everyday (E3): Now the hard work continues!!! This is a message that is recited each morning and afternoon via the school intercom to all staff, students, and all visitors on campus. The message is an expectation from school administration to all stakeholders. Each Wednesday - Excelling Wednesdays, we continue the message by recognizing students and staff who demonstrates excellence on a continuous basis. The school's culture has also been enhanced through our student programs like SGA, Key Club, FFA, FBLA, and SBI to name a few. In addition, student-founded clubs like Breaking Down Barriers, the Hispanic Club, and athletic programs have also provide diversity among the student population, families, and community stakeholders.

Gadsden County High School provides various meetings throughout the school year to engage stakeholders. We begin with grade level orientations during preplanning week to give parents and students the opportunity to meet faculty and staff. The next meeting we host is the Title I meeting that allows us to share pertinent information regarding the school's Title I status. School Advisory Council (SAC) meetings are conducted quarterly with community stakeholders. Parent Expos are held after each nine-weeks to share the progress of students with families.

Our objective and overall goal is to continue to partner with businesses by building a stronger relationship throughout Gadsden County.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$90,522.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00
			<i>Notes: retirement @ 10%</i>			

	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50
			Notes: FICA @ 7.65%			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			Notes: group health insurance @ \$5,700 annually			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			Notes: Life Insurance @ \$350			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00
			Notes: Workers Compensation @ 3%			
	5100	150-Aides	0051 - Gadsden County High School	UniSIG	1.0	\$20,000.00
			Notes: 1 ELA paraprofessional for assisting small groups to improve literacy skills			
	5100	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$2,000.00
			Notes: retirement @ 10% for para			
	5100	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$1,530.00
			Notes: FICA @ 7.65% for para			
	5100	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			Notes: group health @ \$5,700 annually for para			
	5100	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			Notes: life insurance @ \$350 annually for para			
	5100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$600.00
			Notes: workers compensation @ 3% for para			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$71,907.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$55,000.00
			Notes: Math Specialist			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$5,000.00
			Notes: retirement @ 10%			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$4,207.50
			Notes: FICA @ 7.65%			

	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	\$350.00
			<i>Notes: Life Insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,650.00
			<i>Notes: workers compensation @ 3%</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$60,342.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Science Coach</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00
			<i>Notes: Retirement @ 10%</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 @ \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			<i>Notes: Life insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00
			<i>Notes: Workers compensation @ 3%</i>			
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$2,089.01
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG	0.0	\$2,089.01
			<i>Notes: materials and supplies for PBIS consumable workbooks</i>			
5	III.A.	Areas of Focus: Instructional Practice: Graduation				\$60,342.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Graduation Coach</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00

			<i>Notes: retirement @ 10%</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</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			<i>Notes: Life Insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00
			<i>Notes: workers compensation @ 3%</i>			
					Total:	\$294,666.25