



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**East Gadsden High School**

27001 BLUE STAR HWY

Havana, FL 32333

850-662-2300

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 45%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 97%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> F
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Melissa Ramsey

  

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

East Gadsden High School

##### Principal

Melvin Roberts

##### School Advisory Council chair

Angela Burgess

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melvin Roberts	Principal
Iris Williams	Asst. Principal for Curriculum
Joe Lewis	Asst. Principal
Ronald Peterson	Asst. Principal
Pamela Jones	Reading Coach
Delma Campbell	Teacher/Department Chair
Douglas Stephens	Teacher/Department Chair
Daisy Bush	English/Reading
Renee Presha	Teacher/Department Chair
Linda Thomas	Teacher/Department Chair
Shirlean Thomas	Guidance Counselor
Terrence Milton	JROTC/FINE ARTS/MUSCI/PE
Peggie Simmons	Media
Tracey Velazquez	Foreign Language

#### District-Level Information

##### District

Gadsden

##### Superintendent

Mr. Reginald C. James

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members consist of parents as well as business and community members who are representatives of the ethnic, racial, and economic community served by the school. The other portion consists of the principal and a few school personnel.

Dr Melvin Roberts, Principal

Mrs. Angela Burgess, SAC chairperson

### **Involvement of the SAC in the development of the SIP**

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.

### **Activities of the SAC for the upcoming school year**

The School Advisory Council meets quarterly to discuss the progress of the school towards its specific goals. In addition, the council serves to approve budget expenditures of the School Improvement Funds.

### **Projected use of school improvement funds, including the amount allocated to each project**

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

4

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Melvin Roberts**

Principal

Years as Administrator: 16

Years at Current School: 0

**Credentials**

Bachelor of Science in Health and Physical Education, Florida A&M University; Master of Education in Guidance and Counseling, Florida A&M University; Educational Specialist in Educational Leadership/Administration, Florida State University; Doctor of Theology-Bethany Bible College and Theological Seminary; State of Florida Educational Certification: School Principal, Guidance and Counseling, Physical Education and Health Education. Licensed Ordained Minister.

**Performance Record**

Prior Performance Record

2010 – 2013 Personnel Director for the Jefferson County School District

Additional duties

- Adult School Administrator
- Alternative School Administrator
- CTE/CAPE/STEM Administrator
- Equal Employment Opportunity Counselor

Principal of Jefferson Elementary School 2008-09 school moved from “D” to high “C” school:

- 66% of students reading at or above grade level
- 71% of students making a year’s worth of progress in reading
- 72% of struggling students making a year’s worth of progress in reading
- 65% of students at or above grade level in math
- 50% of students making a year’s worth of progress in math
- 52% of struggling students making a year’s worth of progress in math
- 75% of students are meeting state standards in writing
- 18% of students at or above grade level in Science

AYP: 87% of criteria satisfied

All subgroups except Students with Disabilities made AYP in Reading.

Principal of Greenville Elementary School during 2007-08. Moved from F to B

- 45% of students reading at or above grade level
- 61% of students making a year’s worth of progress in reading
- 70% of struggling students making a year’s worth of progress reading
- 66% of students at or above grade level in math
- 94% of students making a year’s worth of progress in math
- 97% of struggling students making a year’s worth of progress in math
- 64% of students are meeting state standards in writing.
- 25% of students at or above grade level in Science
- AYP: 97% of criteria satisfied Principal of Madison County Central School 2005-06. Moved from a grade of “D” to “C”
- 57% of students reading at or above grade level
- 57% of students making a year’s worth of progress in reading



- 61% of struggling students making a year's worth of progress in reading
- 40% of students at or above grade level math
- 56% of students making a year's worth of progress in math
- 81% of students are meeting state standards in writing
- AYP: 72% of criteria satisfied Principal of Madison County High School 2002-03. Moved from grade of "D" to "C"

**Iris Williams**

Asst Principal

Years as Administrator: 5

Years at Current School: 1

**Credentials**

BS - Elementary Education (Florida A&M University)  
 Math 5-9 Certification  
 Elementary Education Grades 1-6  
 Master of Science - Educational Leadership (Florida A&M University)  
 Educational Leadership All Levels

**Performance Record**

2010-2011: Assistant Principal of James A. Shanks Middle School  
 Grade B  
 High Standards in Reading 47%, Learning Gains 60%, 76% of  
 Lowest 25% Students Making Learning Gains, High Standards in  
 Math 56%, Learning Gains 68%, 77% of Students in the Lowest  
 25% Making Learning Gains, Writing 93%, Science 31%. Hispanic  
 students did make AYP in Reading.  
 Assistant Principal of East Gadsden High School in 2009-2010  
 from December 2009 to June 2010.  
 Geometry/Intensive Math Teacher - Lake Brantley High School  
 from September 2004 to October 2009.  
 Geometry/Intensive Math Teacher - Lake Brantley High School:  
 2008-2009  
 School Grade: B  
 Percent of Criteria Met: 77%  
 86% Meeting High Standards in Math. 79% Making Learning  
 Gains in Math. 66% of Lowest 25% Making Learning Gains in  
 Math.  
 2007-2008  
 School Grade: A  
 Percent of Criteria Met: 92%  
 88% Meeting High Standards in Math. 84% Making Learning  
 Gains in Math. 75% of the Lowest 25% Making Learning Gains in  
 Math.  
 2006-2007  
 School Grade: B  
 Percent of Criteria Met: 87%  
 85% Meeting High Standards in Math. 79% Making Learning  
 Gains in Math. 62% of the Lowest 25% Making Learning Gains.  
 2005-2006  
 School Grade: A  
 Percent of Criteria Met: 85%  
 84% Meeting High Standards in Math. 79% Making Learning  
 Gains.

<b>Joe Lewis</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 20</b>	<b>Years at Current School: 2</b>
<b>Credentials</b>	<p>Credentials: BSW (Concord University); Master of Science Human Resource Development (Webster University); Master of Science-Educational Leadership (Florida A&amp;M University); US Army Military Academy, Ft. Eustis, VA. Officer Basic Course; US Army Retired "CPT"</p> <p>Certifications: School Principal &amp; School Social Worker K-12</p>	
<b>Performance Record</b>	<p>2008-2009 Principal - George W. Munroe Elementary School - Grade C</p> <p>High standards in reading 50%; High standards in math 52%; High standards in writing 80%; High standards in science 11%; Learning gains in reading 58%; Learning gains in math 60%; Lowest 25% learning gain in reading 51%; Lowest 25% learning gain in math 77%.</p>	

**Ronald Peterson**

Asst Principal

Years as Administrator: 10

Years at Current School: 4

**Credentials**

Assis Principal Dr. Ronald Peterson Doctorates Philosophy & Nouthetic Counseling,  
Masters Educational Leadership; B.S. Elementary Education-  
Certification: Elementary Ed, Ed. Leadership (University of North  
Florida) & Nouthetic Counseling

**Performance Record**

102010-2011: Assistant Principal of James A. Shanks Middle School, Grade B, Reading Mastery 47%, Learning Gains 60%, 76% of Lowest 25% Students Making Learning Gains, Math Mastery 56%, Learning Gains 68%, 77% of Students in the Lowest 25% Making Learning Gains, Writing 93%, Science 31%. Hispanic students did make AYP in Reading.  
2009-2010, AP for Curriculum at George W. Munroe: Lowest 25% made adequate progress in Reading 54% and Math 68%.  
2008-2009, AP for Curriculum at Carter-ParramoreAcademy: Students maintained learning gains in reading.  
2007-2008, Principal at Shanks Middle: Grade D, Reading Mastery 40%, Learning Gains 55%, 63% of Lowest 25% Making Learning Gains, Math Mastery 36%, Learning Gains 59%, 66% of Lowest 25% Making Learning Gains, Writing 92%, Science 22%. AYP 72%. Black, Hispanic, ED, and SWD did not make AYP in Reading and Math.  
2006-2007, AP for Curriculum & Discipline at Havana Elementary: Grade D, Reading Mastery 48%, Learning Gains 54%, 57% of Lowest 25% Making Learning Gains, Math Mastery 43%, Learning Gains 54%, 73% of Lowest 25% Making Learning Gains, Writing 87%, Science 10%. Black and ED students did not make AYP in Reading and Math. Lowest 25% made AYP in Reading 57% and Math 73%.  
2003-2006  
St. Clair Evans Academy  
Duval County  
School Grade: moved school from a D to a B.  
80% Meeting High Standards in Math. 82% Making Learning Gains in Math. 70% of the Lowest 25% Making Learning Gains.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Pamela Jones**

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**BS in Business Administration / Business Education Certification,  
Reading Endorsement, & Educational Leadership Certification**Performance Record**

First year Reading Coach

**Classroom Teachers****# of classroom teachers**

51

**# receiving effective rating or higher**

35, 69%

**# Highly Qualified Teachers**

75%

**# certified in-field**

48, 94%

**# ESOL endorsed**

4, 8%

**# reading endorsed**

7, 14%

**# with advanced degrees**

21, 41%

**# National Board Certified**

1, 2%

**# first-year teachers**

6, 12%

**# with 1-5 years of experience**

9, 18%

**# with 6-14 years of experience**

18, 35%

**# with 15 or more years of experience**

13, 25%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

1

### # receiving effective rating or higher

(not entered because basis is &lt; 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New hires are extended the courtesy of housing and community information if they are seeking to relocate within the vicinity of the school. Certification is also provided for those requiring temporary and/ or permanent issuance of teaching certificates.

Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management.

The instructional coaches will provide the data, instructional focus materials, and coaching/modeling/ training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process using the DA's-CIM model.

The district will improve opportunities for career and professional growth. After evaluations, teachers who have raised student achievement and obtained at least 65% learning gains will be given intensive pay as a reward.

School-level administration and district-level administrators will provide ongoing, high-quality, job-embedded professional development that is aligned with the school's instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning.

The school will take advantage of Job Fair opportunities provided by Tallahassee Community College, Florida State University, Florida A&M University and Workforce Development.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the 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
7. Facilitate student engagement activities/produces
8. Model teacher evaluation components

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The RtI Team will function accordingly using the program-solving method as follows:

Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"

Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "What are we going to do about it?"

Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"

Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

- 1) The role of the administrative team is to develop a school wide RTI / MTSS program and ensure its implementation in accordance with the district MTSS protocol. Meetings will be held monthly 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 collections, deliver Tier 1 instruction / intervention (Core Instruction and Universal 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 as well as, integrate core instructional activities / materials into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
- 5) ESE support facilitator will serve as a resource person for interventions and evidenced-based strategies in working with all students and programming resources for ESE teachers. The person will also be responsible for keeping parents informed throughout the entire process, monitoring ESE paperwork, and scheduling and conducting student study team meetings (IEP) and manifestation conferences.
- 6) Instructional Coaches (Reading and Mathematics) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RtI Leadership Team's role is to meet with the SAC and principal to help develop the SIP. The team is expected to: provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instructions and interventions should be maintained; help set clear expectations for instructions; facilitate the development of a systematic approach to teaching and align processes and procedures.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

EGHS will utilize classroom walk-throughs, lesson plans, formal and informal observations, data chats, and student study team, along with lesson studies to monitor the fidelity of the school's MTSS and SIP

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

EGHS monitors the effectiveness of the core along with supplemental curricula using Skyward and performance matters.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be provided during faculty meetings, teachers' common planning time, and small group sessions throughout the year until completion. The Rtl team will be responsible for scheduling training sessions through the district's staff development/personnel director.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 39,060

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

Talia Cotton

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Melvin Roberts	Principal
Iris williams	Asst Principal
Pamela Jones	Reading Coach
Rhonda Cunningham	Teacher
Danielle Anderson	Teacher



Name	Title
Charles Barney	Teacher
Sara Williams	Teacher

### How the school-based LLT functions

EGHS's Literacy Leadership Team is comprised of people who are in leadership roles and have expertise in best practices to deliver effective literacy instruction. The team will meet monthly to develop a school-based literacy plan and monitor the progress of the effectiveness of the plan for the school. The functions of the team are as follows: establish literacy as a priority; develop an appropriate platform of beliefs; ensure quality instruction; maximize time; assess performance and ensure accountability; foster staff development and promote communities of learners; seek links between home and school, promote incentives for high achievers and build literacy capacity.

### Major initiatives of the LLT

EGHS's major initiatives this year will be to monitor and implement school-wide writing opportunities; engage in peer coaching; conduct mini-workshops (PLC's) throughout the year on research based strategies for best practices; attend workshops/conferences; model lessons in classrooms; analyze and review data; and share and report data.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Based on the Florida Continuous Improvement Model (FCIM) a focus calendar is developed and distributed to all content area teachers. The focus calendar describes each week's reading strategy and targeted vocabulary for the month. Also, the Common Core ELA State Standards will be a blended part of our school's curriculum. Professional development will be ongoing. Throughout the school year, teachers will receive training on Comprehension Instructional Sequence (CIS); close reading, text complexity, responding to text, Tier II and Tier III vocabulary, and text dependent questions to support reading instruction relevant to their content areas. Teachers will use technology to engage students in rigorous, relevant, and curriculum aligned activities in reading. With the school district's and state's focus on the Common Core Literacy Standards implementation, we can ensure that all teachers are contributing to improving reading instruction for all students.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

EGHS incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future via read and response activities, hands-on activities, oral presentations, and written reports for various audiences. The culmination of these programs will lead to students that are prepared for college and careers.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

EGHS incorporates students' academic and career planning, as well as promoting student course selections, so that the students' course of study is personally meaningful via data chats.

**Strategies for improving student readiness for the public postsecondary level**

EGHS implements the following strategies: monitoring the progress of the Advanced Placement classes, PSAT, PERT, SAT, ACT, ACT Test Prep, and dual enrollment. Guidance counselors will visit classrooms throughout the year to discuss college preparation with all students. Parent Night will also be conducted throughout the year to keep parents informed. Content Area Reading professional development will be conducted to ensure all teachers are teaching reading skills with complex college level text.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	36%	No	44%
American Indian				
Asian				
Black/African American	37%	34%	No	43%
Hispanic	35%	42%	Yes	42%
White				
English language learners	17%	15%	No	25%
Students with disabilities	37%	44%	Yes	43%
Economically disadvantaged	37%	34%	No	43%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	42%	47%
Students scoring at or above Achievement Level 4	94	23%	28%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	50%	55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		37%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	348	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	115	67%	72%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		0%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		0%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		0%	100%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	376	56%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	86%	91%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	41%	Yes	43%
American Indian				
Asian				
Black/African American	38%	39%	Yes	45%
Hispanic	32%	48%	Yes	39%
White				
English language learners	29%	15%	No	36%
Students with disabilities	52%	35%	No	57%
Economically disadvantaged	38%	41%	Yes	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	74%	80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		18%	27%
Students in lowest 25% making learning gains (EOC)		53%	58%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	25%	33%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	28%	35%
Students scoring at or above Achievement Level 4	21	7%	17%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	35%	42%
Students scoring at or above Achievement Level 4	21	10%	19%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	215	53%	60%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0	0%	50%
CTE-STEM program concentrators	0		20
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	375	42%	47%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	404	92%	97%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	100%
Students taking CTE industry certification exams	65	75%	85%
Passing rate (%) for students who take CTE industry certification exams		95%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	6	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		18%	10%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	144	76%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents participating in afterschool activities.	20	5%	20%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the use of research based best practices of literacy strategies in all classrooms
- G2.** Promote rigor and critical thinking in the classroom using higher order questioning strategies.
- G3.** Create clear guidelines for faculty to adapt their programs of instruction in the direction of enhanced college/career readiness.

## Goals Detail

### G1. Increase the use of research based best practices of literacy strategies in all classrooms

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

#### Resources Available to Support the Goal

- Core Curriculum, District Adopted Materials, and Subject related materials (leveled readers)
- Reading teachers will use Achieve 3000 weekly in the lab.

#### Targeted Barriers to Achieving the Goal

- Under-utilization of professional development in best practices regarding content area literacy strategies.

## Plan to Monitor Progress Toward the Goal

Utilize pre-post analysis and a comparative data analysis to measure the increases and decreases of strategy effectiveness.

### Person or Persons Responsible

Administration, Instructional Coaches, Department Chairs, School Teachers, along with ETO Program Specialists

### Target Dates or Schedule:

on-going

### Evidence of Completion:

If said strategy is effective then student data on assessments will have a positive slope. If strategy is ineffective then student data on assessments will have a negative slope or no slope.

## G2. Promote rigor and critical thinking in the classroom using higher order questioning strategies.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

### Resources Available to Support the Goal

- Webb's depth of knowledge, common planning time to encourage teacher collaboration, peer observations, along with PD 360 are some resources available to help achieve said goal.

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

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 or Persons Responsible

Administration, Department Leaders, instructional coaches, and school teachers

### Target Dates or Schedule:

on-going

### Evidence of Completion:

One-hundred percent of classrooms observed are actively using essential and focus questions.

**G3.** Create clear guidelines for faculty to adapt their programs of instruction in the direction of enhanced college/career readiness.

### Targets Supported

- Reading (AMO's, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School Postsecondary Readiness)
- Social Studies
- Science
- Science - High School
- STEM
- STEM - High School
- CTE

### Resources Available to Support the Goal

- Provide in-service opportunity(s) for faculty to include Differentiated Instruction, RTI Tiered Intervention Process along with horizontal and vertical alignment of college and career readiness standards.

### Targeted Barriers to Achieving the Goal

- Few personnel that are versed in college and career readiness standards and requirements.

## Plan to Monitor Progress Toward the Goal

Formal and informal observations, PACT, ACT, PSAT, SAT, and PERT scores will be used to monitor the progress towards meeting the goal.

### **Person or Persons Responsible**

Administration and Guidance Counselors

### **Target Dates or Schedule:**

on-going

### **Evidence of Completion:**

If said goal is effective then an increase in graduation rates and student achievement on college and career readiness assessments should be observed.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the use of research based best practices of literacy strategies in all classrooms

**G1.B1** Under-utilization of professional development in best practices regarding content area literacy strategies.

**G1.B1.S1** A school-wide initiative to increase literacy in classrooms utilizing literacy focus calendars.

#### **Action Step 1**

School-wide literacy calendar will be followed with specific strategy supports presented at literacy data meetings; teachers will participate in school-wide initiative to help focus attention on the set of skills being tested.

#### **Person or Persons Responsible**

Administration, Leadership Team, School Teachers and Education Transformation Office (ETO) Program Specialists

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

Sign-in sheets from monthly literacy data meetings, Literacy Calendar, lesson plans, along with classroom walkthroughs.

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

Lesson plans reviewed and compared to literacy focus calendar, frequent classroom walk-throughs; benchmarks and focus calendar assessments given at specific times on specific skills. Teachers will also initial and date the literacy focus calendar as documentation of fidelity.

#### **Person or Persons Responsible**

Administration, Leadership Team, Instructional coaches, and School Teachers

#### **Target Dates or Schedule**

on-going

#### **Evidence of Completion**

Dated and initialed Literacy Focus Calendar, Lesson plans matching focus calendar, commonality of standards based instruction in classrooms.

## Plan to Monitor Effectiveness of G1.B1.S1

Data and focus meetings will be used to analyze the outcomes of assessments. Based on assessments scores create interventions for skills that improvement.

### Person or Persons Responsible

Administration, Instructional Coaches, School Teachers, and ETO Program Specialists

### Target Dates or Schedule

on-going

### Evidence of Completion

Students' scores on assessments will increase across all disciplines. Amount of interventions needed for mastery of skills will decrease.

## G2. Promote rigor and critical thinking in the classroom using higher order questioning strategies.

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

**G2.B1.S1** Create rigorous and relevant questions, using Webb's depth of knowledge, before each lesson / focus / that will be answered during the teaching of said lesson.

### Action Step 1

Create a focus question for each unit that are supported by essential questions. The essential questions will build a greater understanding of the focus question.

### Person or Persons Responsible

School Teachers

### Target Dates or Schedule

At the beginning of each unit and the majority of lessons.

### Evidence of Completion

Common board with essential and focus questions in all classrooms.

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

Classroom walk-throughs, lesson studies, peer monitoring

#### **Person or Persons Responsible**

Administration, Department Chairs, Instructional Coaches, School Teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Feedback forms, common boards in all classrooms, lesson plans reflecting essential questions, along with unit plans reflecting focus questions.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Tally of classrooms implementing the common board configuration included essential and focus questions.

#### **Person or Persons Responsible**

Administration, department chairs, instructional coaches

#### **Target Dates or Schedule**

on-going

#### **Evidence of Completion**

Student performance on school, district and state assessments will increase.

**G3.** Create clear guidelines for faculty to adapt their programs of instruction in the direction of enhanced college/career readiness.

**G3.B1** Few personnel that are versed in college and career readiness standards and requirements.

**G3.B1.S1** Professional Development for educators and administrators on topics of college and career readiness.

**Action Step 1**

Provide personnel with professional development opportunities in college board, SAT and ACT prep, along with emerging best practices associated with career technical education (CTE).

**Person or Persons Responsible**

Administration, Guidance Counselors, School Teachers

**Target Dates or Schedule**

Time is dependent on workshops offered by the varying organizations

**Evidence of Completion**

Personnel enrolled in college and career ready workshops.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Sign-Up sheets for professional development opportunities in the area of college and career readiness. One-hundred percent of teachers participating in professional development opportunities pertaining to college and career readiness.

**Person or Persons Responsible**

Administration and Guidance Counselors

**Target Dates or Schedule**

on-going, dependent on course offerings

**Evidence of Completion**

All school teachers provide certificates of completion for said workshop or training.



## Plan to Monitor Effectiveness of G3.B1.S1

Incorporation of best practices acquired from college and career readiness professional development opportunities.

### **Person or Persons Responsible**

Administration, Guidance Counselors, School Teachers

### **Target Dates or Schedule**

on-going

### **Evidence of Completion**

Before formal or informal observation school teacher discusses with administrator what training they have completed and what best practices learned from said training they are implementing into observed lesson.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

EGHS receives funds for the improvement of basic education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Odyssey software licenses have been purchased and necessary professional development will be provided.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals