

Gadsden County Schools

Gadsden County High School



2021-22 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: 7/8/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Gadsden County High School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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<https://www.floridacims.org>.

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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. 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, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students. We have one guiding principle: "Restoring Academic Excellence and Pride."

Provide the school's vision statement.

Gadsden County High School empowers all students to believe they can succeed by pursuing early college, JROTC, or technical education opportunities.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Black, O'Hara	Assistant Principal	Instruction & Discipline
Shields, Erin	Assistant Principal	Instruction & Testing
Solz, Brooke	Assistant Principal	Instruction & Curriculum
Franklin, Chelsea	Principal	

Demographic Information

Principal start date

Monday 7/8/2019, 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.*

5

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

967

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	420	265	197	193	1075	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	32	30	27	89	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	12	22	46	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	110	39	9	158	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	47	22	4	73	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	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	12	
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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - 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	0	275	237	239	230	981
Attendance below 90 percent	0	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	0	72	74	57	47	250
Course failure in ELA	0	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	0	42	29	30	4	105
Level 1 on 2019 statewide ELA assessment	0	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	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	

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		

2020-21 - 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	0	275	237	239	230	981
Attendance below 90 percent	0	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	0	72	74	57	47	250
Course failure in ELA	0	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	0	42	29	30	4	105
Level 1 on 2019 statewide ELA assessment	0	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	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	

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		

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				25%	25%	56%	29%	29%	56%
ELA Learning Gains				38%	38%	51%	43%	43%	53%
ELA Lowest 25th Percentile				36%	36%	42%	50%	50%	44%
Math Achievement				16%	16%	51%	25%	25%	51%
Math Learning Gains				18%	18%	48%	31%	31%	48%
Math Lowest 25th Percentile				28%	28%	45%	49%	49%	45%
Science Achievement				21%	21%	68%	40%	40%	67%
Social Studies Achievement				77%	77%	73%	47%	47%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	27%	34%	-7%	55%	-28%
Cohort Comparison						
10	2021					
	2019	21%	25%	-4%	53%	-32%
Cohort Comparison		-27%				

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
2021					
2019	22%	57%	-35%	67%	-45%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	70%	18%	70%	18%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	34%	-15%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	14%	-3%	57%	-46%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR testing was used to progress monitor ELA, while iReady was used to progress monitor math. School based assessments were used to progress monitor U.S history and Biology subjects. The 20-21 data provided was not aggregated by grade level outside of 9th and 10th grade ELA. Algebra beginning of the year proficiency was 18%, middle of year proficiency 15%. Geometry was 35% proficiency beginning of the year, 46% proficiency end of year. Math average proficiency rates have been included in the table below.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	74	8
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26		31
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	52	45
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	58	61
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	51	8
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	20	21	26	18	10	54			68	13
ELL	14	18	25	16	9					42	
BLK	26	28	31	14	10	13	33	39		85	47
HSP	19	25	33	20	11	8		82		63	55
WHT	73			42						80	

2021 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 2019-20	C & C Accel 2019-20
FRL	26	29	32	17	11	14	31	50		81	48
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	18
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	20
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	33
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels there is a consistent issue with attendance for upperclassmen (11th/12th), proficiency on ELA, Alg 1, Geometry, Biology have been stagnant for the past three years while U.S history proficiency has spiked. Subgroups of students: students with disabilities, homeless and our English language learners proficiency rates do not exceed a level 4.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The academic area that demonstrates the greatest need for improvement is mathematics. With only 16% of our students proficient, 18% of students demonstrating gains and 28% of our lowest percentile students growing; the last time student learning was assessed (18-19). Secondly, science with only 21% of our students showing proficiency and language arts needing immediate attention, with only 25% of our students demonstrating proficiency. With 46% of students earning acceleration points, we have revised our master schedule to offer more opportunities for students to enroll in a CTE course and will now offer Dual Enrollment courses through TCC for our 11th/12th grade students to begin an early college track.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement were teachers without a professional teaching license teaching high accountability courses, vacant math specialist, vacant ESE teachers among other vacancies hindered our schools progression. Additionally, the course codes used for math instruction did not allow struggling level 1 and 2 students time during the school day to practice. Students operated off of a 6 or 7 period day with no double block. There were no opportunity for ACT/ SAT preparation courses formally offered to students on their schedule during the school day. Courses such as Sociology, Psychology and Personal career and financial literacy flagged teachers out of field and took time away from students to certify or enroll in early college.

New Actions needed to address the need for improvement include: Hiring teachers with professional teaching certificates, providing temporary certificate holders with a individual professional development plan (IPDP). Adding dual enrollment and more CTE courses that will allow students to certify while also increasing our schools opportunity to demonstrate acceleration. As a result of the courses and tracks we offer students, this could promote higher engagement/attendance that will improve our graduation rate.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

U.S history scores grew from 27% (17-18) to 66% (18-19).

What were the contributing factors to this improvement? What new actions did your school take in this area?

A dynamic educator that is now the Assistant Principal of Discipline & History Instruction was able to engage his students in the content to improve the scores drastically.

What strategies will need to be implemented in order to accelerate learning?

1. Teachers engaging in common planning and professional learning communities to plan standards aligned instruction. 2. Student coaching to articulate their goals based on baseline, midyear and end of course data. 3. Student ownership of their learning (Character cash, incentives for attending tutoring sessions). 4. Consistent administrative walk throughs to provide support and feedback 5. Incentives for students that show gains from baseline to midyear.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will provide step by step modeling and exemplars for teachers to implement and contribute to for their classes. 1. Lesson planning (learning arcs) 2. Questioning 3. Engagement 4. Small group instruction 5. Differentiation 6. Building Assessments in Unify 7. Understanding Student Goal Trackers

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Invitations to after school tutoring will be targeted for students not showing adequate progress on internal assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Our goal is to increase student proficiency and improve graduation rates by implementing standards-aligned instruction in all core subject classrooms by December. This includes teachers, SSTRIDE graduate/undergraduate assistant instructors and students using the language of the standard with more opportunities for students to have an equivalent assessment experience.
Measurable Outcome:	Teachers will be able to produce standards-aligned lessons and assessments during PLCs that will show an increase from 24% to 34% improvement in student's reading proficiency by December. SSTRIDE graduate/undergraduate assistant instructors will have 75% or more students showing gains by December based on progress monitoring assessments.
Monitoring:	Student baseline scores in achieve and standards mastery sessions as well as class mini assessment data will be evaluated and used to drive instruction to continue to increase literacy proficiency.
Person responsible for monitoring outcome:	Brooke Solz (solzb@lgcpsmail.com)
Evidence-based Strategy:	<p>Standard-aligned instruction development in PLCs, informal feedback and assessment design.</p> <p>What: We are using PLC's to guide teachers/SSTRIDE instructors in the learning arc process steps 1-4 because that is the foundation of filling in the gaps of the missing use of the standard language. Through this process we should be able to identify the areas where there isn't any use or time for student to utilize the language, and identify where students were not asked FSA aligned questions to have a FSA learning experience.</p> <p>How: The tools we provide teachers to execute the lesson, ie. Blooms Taxonomy and Paideia language will provide resources teachers can use to release the lesson to students using the gradual release model to ask standards aligned questions on grade level (Blooms) or to ask standards aligned questions during a discussion that students lead (Paideia).</p>
Rationale for Evidence-based Strategy:	Through professional development opportunities teachers will have an opportunity to work alongside administrators to create the resources we need to have standard aligned lessons and assessments in ELA classrooms.

Action Steps to Implement

Step 1: Review mock administrative walk through data from a different school with teachers and ask guiding questions for them to discover the gap in learning to be....student use of the standard....FSA aligned task/assessments. Review a series of strategies with teachers to choose 2 school wide strategies we can all execute together consistently during pre-planning that would provoke the release to students to be more FSA aligned.

Person Responsible Chelsea Franklin (franklinc@gcpsmail.com)

Connect the learning arc, school improvement plan and our work in PLC's to the big goal of increasing our student achievement levels across contents when sharing the vision for the 21-22 school year during pre-planning. Share the SIP in a way that every teacher can articulate the goals.

Person Responsible Chelsea Franklin (franklinc@gcpsmail.com)

Complete 3 standards walks a day with administrative team; ensuring we complete 3/5 days of standards walks together to calibrate.

Person Responsible Erin Shields (shieldse@gcpsmail.com)

Examine our PLC created learning arcs to determine if teachers are providing opportunities for students to articulate/use the standard. Ask guiding questions when creating the learning arc to observe the use of grade level scripted questions/FSA aligned assessments. Utilize student work protocol, analyzing students work and student discussion responses during common planning to guide lesson planning for the next lesson.

Person Responsible Brooke Solz (solzb@lgcpsmail.com)

Provide resources, protocols and tools to teachers during PLC while unpacking steps 1-4 on the learning arc to support their understanding of standard aligned instruction using the strategies we are adopting.

Person Responsible O'Hara Black (blacko@gcpsmail.com)

Provide opportunities for teachers to complete focus walks to observe teachers effectively using the learning arc, Blooms Taxonomy and Paideia Discussion protocol effectively when delivering standard aligned instruction.

Person Responsible Chelsea Franklin (franklinc@gcpsmail.com)

Provide voluntary weekly common planning sessions with administrative support to complete steps 5-7 on the learning arc. We will start off completing steps 1-4 together during our mandatory bi-weekly PLCs. The alternating week will be open session to complete steps 5-7 together. Teachers that choose not to come, will be responsible for completing steps 5-7 independently.

Person Responsible Chelsea Franklin (franklinc@gcpsmail.com)

Observe SSTRIDE instructors classroom teaching, contribution to planning and one on one student support.

Person Responsible Chelsea Franklin (franklinc@gcpsmail.com)

#2. Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus Description and Rationale:**

Retaining and recruiting certified teachers based on over 50% of the faculty having a temporary certificate.

Measurable Outcome: Support all 1-4 year teachers in becoming certified in their areas, retaining teachers and fully staffing our school to deliver quality instruction.

Monitoring: Teachers with a temporary certificate will meet once a month to discuss their progression towards their certification requirements. Professional development opportunities for teachers to earn ESOL credits.

Person responsible for monitoring outcome:

Erin Shields (shieldse@gcpsmail.com)

Evidence-based Strategy: Pairing each teacher 1-3 years with a teacher mentor, providing opportunities for teachers to complete ESOL certification during school hours, providing resources for teachers to complete their certification, providing support for test scheduling.

Rationale for Evidence-based Strategy: Teachers will be supported from a partner teacher to fill in the gaps in their instruction while simultaneously working on becoming certified. Teachers will be supported if ESOL training can be completed together during school hours instead of outside of school on their own time. Having a sense of urgency to discuss certification issues and deadlines with teachers consistently.

Action Steps to Implement

Partnering with PACE, under the school climate transformation grant we will provide monthly professional development opportunities for our teachers with an opportunity to earn \$150 for participating.

Person

Responsible Brooke Solz (solzb@lgcpsmail.com)

GCHS will oversee a novice teacher meeting, the first Thursday of every month to provide certification test resources, career goal outlines that have every step needed for each teacher to certify. Each teacher will be paired with a certificated mentor to support them in between each months session.

Person

Responsible Erin Shields (shieldse@gcpsmail.com)

GCHS will plan monthly celebrations and motivational acts to nurture a culture that retains talented and positive educators. Our principal and union representative will collaborate on potential grants that contribute to teacher test preparation and or testing cost.

Person

Responsible Chelsea Franklin (franklinc@gcpsmail.com)

#3. Culture & Environment specifically relating to School Safety**Area of Focus
Description
and
Rationale:**

Our school wide safety goal is to increase visibility and to decrease student referrals by providing positive incentives for students making positive choices. We will use our marketing plan to increase school spirit, campaign to receive more parent contact information and have interventions set up for students that may have a pattern of misbehaving to be redirected. We will use paraprofessionals, our dean, ISSP teacher and AP of discipline to work together with our social worker to provide full service to all targeted behavior interventions. In addition to focusing on safety, we will focus on school culture and climate by rebranding our school logo and motto to increase school spirit.

Measurable Outcome:

Our goal is to decrease referrals by 50% and increase student attendance by 25% by December. We would like our student and faculty satisfaction for our schools safety to increase on the Likert scale from 1 being unsafe to 3 being more safe by December. PAEC under the school climate transformation grant will allow us to administer two climate surveys for the 21-22 school year. One after the first 45 days of school and one before the last 45 days of school to receive feedback from parents, teachers and students on our schools improvement efforts around culture.

Monitoring:

We will analyze skyward attendance and referral data bi-weekly to set short/long term goals with our faculty. We will meet with students weekly to discuss targets and goals as needed while simultaneously increasing visibility, positive incentives and parent conferences. We will survey our students to measure if school spirit and morale is increasing or decreasing.

Person responsible for monitoring outcome:

O'Hara Black (blacko@gcpsmail.com)

Evidence-based Strategy:

The following strategies will be used to proactively address student referrals:

- Professional Development for teachers
- Professional Development for AP & Dean
- Quarterly discipline assemblies
- Daily reminders on announcements
- Positive interventions for fragile/ repeat-offenders
- Parent conferences
- Incentives for students with 0 referrals each quarter
- Character Cash (school-based currency given by adults to students)
- Leadership opportunities for student growth/transformations
- ISSP intervention maximized
- Teen Academy partnership to identify 20 turn around student ambassadors
- TCC Talent Search partnership to pair each senior with a mentor or mentor group to career plan

Rationale for Evidence-based Strategy:

The strategies we will use is a comprehensive list of ways we can support positive behavior trends on our campus. The more prepared our teachers are to solve conflict and to manage student relationships the more equipped we will be to see a significant decrease in referrals. How our dean and AP of discipline process referrals will also make a difference in our referral data. Additionally proactive measures such as discipline assemblies, interventions, incentives, ISSP and increased visibility will support our goal to see a decrease in referrals.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: This area of focus was chosen due to insufficient achievement and progress in ELA. ELA Achievement increased from 25% in the 2018-2019 school year to 26% in the 2020-2021 school year. However, ELA learning gains decreased from 38% in 2018-2019 to 28% in 2020-2021. Additionally, learning gains for the bottom quartile decreased from 36% in 2018-2019 to 31% in 2020-2021.

Measurable Outcome: Increase ELA achievement on FSA from 26% to 31%; increase ELA learning gains from 28% to 33%; increase bottom quartile learning gains from 31% to 36%

Monitoring: Students will be progress monitored using STAR, Achieve 3000, and Cambium. Students scoring in the bottom quartile will also monitor progress through Intensive Reading using Xtreme Reading assessments.

Person responsible for monitoring outcome: Brooke Solz (solzb@lgcpsmail.com)

Evidence-based Strategy: Teachers will utilize the SIM model, standards-aligned instruction, small group instruction multiple-strategy comprehension approach including: explicit and direct vocabulary instruction, student discussion, metacognitive strategies, questioning, modeling. Intensive reading teachers will utilize the Xtreme Reading Program for our struggling readers.

Rationale for Evidence-based Strategy: These strategies are research and evidence-based and are directly related to improving student outcomes. The strategies will provide students with the opportunity to improve vocabulary, fluency, oral language, and comprehension, which will enable students to make the necessary gains in reading. Specific, targeted, explicit instruction that is geared toward student needs provide the foundation for increasing student achievement and learning gains.

Action Steps to Implement

1. Common planning for ELA/Intensive Reading teachers
2. Progress monitoring 3x per year for all students, every 4-6 weeks for bottom quartile students
3. PLCs bi-weekly to complete standards learning arc
4. Professional development directly related to standards-aligned instruction
5. Conduct classroom walkthroughs 3/5 days per week to provide specific feedback on instructional practice
6. Data chats with teachers and students
7. Tier teachers for coaching cycles
8. Incorporate SIM strategies across content areas

Person Responsible: Brooke Solz (solzb@lgcpsmail.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school will move from ranking #495 of #505 for discipline and behavior incidences to decreasing our incidences to less than 50 by utilizing ISSP, guidance counselors and our dean to put preventative measures in place. Our dean and AP of discipline will be trained on how to process referrals. Our teachers will be trained on how to prevent referral writing based on the prerequisite steps of making parent contact, conferencing with the student and building relationships with students first. This includes a campaign to update parent/student address/ phone numbers. Additionally, we will have quarterly discipline assemblies, one-on-one conferences with students and positive interventions as needed. Our positive behavior incentives will include free entry to home games, outside courtyard eating rotation and luncheons.

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.

We will implement a school-wide plan that creates a safe, secure and respectful school environment. CHAMPs lesson plans are taught to students at the beginning of each quarter to be preventative in revisiting behavioral expectations throughout the school year. Our school-wide PBIS plan (Positive Behavior Interventions & Support) will recognize, encourage, and reinforce achievement gains and positive behavior. Student Guidelines for Success will be highlighted daily on our morning announcements and certain days will be promoted as a dress to success day and rock your favorite college paraphernalia day. Restorative Justice Practices will be implemented as a positive proactive and instructional way of redirecting misbehavior such as Support Circles and Restorative Practices.

We have adopted Calm classroom and Permission to Feel as two resources we will implement to decrease the amount of stress or mental strain COVID-19 may impact our students and staff. We are pairing every faculty member and student with someone to check in with consistently throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through many avenues. The school's

Action Team, Family and Community, plans community events with stakeholders. With no active PTSA, our first PTSA meeting will be August 26th to reactivate our enrollment into the organization. The PTSA will help raise money for student rewards and incentives, they will also award a senior each year with a \$2000 scholarship.

We will continue to utilize our active S.A.C to brainstorm solutions to some of the problems we may face and find sustainable support for our student/teacher needs.

Local churches offer volunteers to help with pre-planning preparations to assist teachers. Parents and members of the community are welcomed to join SAC to have a voice and collaborate on school support. Events at our school such as Orientation, Open House, PTSA meetings, 9th grade 'Rites of Passage' and various sporting events provide an opportunity for teachers, parents, and students to interact outside of the structured classroom. Additionally, school policy is in place to allow parents and/or teachers to request meetings to discuss student needs and to build relationships.

We will leverage our partnership with Teen Academy, TCC Talent Search and school climate transformation grant to recognize students for their improvements/accomplishments each quarter.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$396,632.51
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	360-Rentals	0051 - Gadsden County High School	UniSIG		\$17,855.00
			Notes: Access to Achieve3000 for all students to provide students with access to grade specific, research-based practice. (Site licenses, set-up, professional learning provided)			
	5100	310-Professional and Technical Services	0051 - Gadsden County High School	UniSIG		\$25,680.00
			Notes: School's commitment to the partnership with Florida State University's College of Medicine where students who might be interested in pursuing a career in science, engineering, mathematics, health or medicine. [Biology EOC Support: Graduate Student Co-Teacher - \$4,000; Undergraduate Student Assistant - \$2,000; Chemistry Support: Graduate Student Co-Teacher - \$4,000; Undergraduate Student Assistant - \$2,000; Algebra EOC Support: Graduate Student Co-Teacher-\$4,000; Undergraduate Student Assistant - \$2,000; Partnership Program Facilitator: \$7,680]			
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG		\$6,011.25
			Notes: Materials and supplies to support the implementation of AVID across all grade levels (binders, dividers, paper, markers, AVID literature, folders, flash drives, paper clips)			
	6100	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			Notes: Graduation coach to ensure that students are on track for graduation, making progress toward completing required activities			
	6100	210-Retirement	0051 - Gadsden County High School	UniSIG		\$4,500.00
			Notes: Retirement for graduation coach @ 10%			
	6100	220-Social Security	0051 - Gadsden County High School	UniSIG		\$3,442.50

			<i>Notes: Social security for graduation coach @ 7.65%</i>			
	6100	230-Group Insurance	0051 - Gadsden County High School	UniSIG		\$5,700.00
			<i>Notes: Group insurance for graduation coach @ \$5,700 annually</i>			
	6100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG		\$1,350.00
			<i>Notes: Workers comp for graduation coach</i>			
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Reading coach to support standards-aligned instruction in reading, provide modeling for teachers and monitor student progress to ensure growth</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG		\$4,500.00
			<i>Notes: Retirement for reading coach @ 10%.</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG		\$3,442.50
			<i>Notes: Social security for reading coach @ 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG		\$5,700.00
			<i>Notes: Group insurance for reading coach @\$5,700 annually.</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG		\$1,350.00
			<i>Notes: Workers comp @3%</i>			
	5100	150-Aides	0051 - Gadsden County High School	UniSIG	4.0	\$84,000.00
			<i>Notes: Salaries for educational paraprofessionals for each grade level grade 9 - 12 to support instruction (4 paraprofessionals x \$21,000 annually)</i>			
	5100	210-Retirement	0051 - Gadsden County High School	UniSIG		\$8,400.00
			<i>Notes: Retirement for educational professionals @ 10%</i>			
	5100	220-Social Security	0051 - Gadsden County High School	UniSIG		\$6,426.00
			<i>Notes: Social security for educational paraprofessionals @ 7.65%</i>			
	5100	230-Group Insurance	0051 - Gadsden County High School	UniSIG		\$22,800.00
			<i>Notes: Group insurance for educational paraprofessional @ \$5,700 per year per employee</i>			
	5100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG		\$2,520.00
			<i>Notes: Workers comp @ 3% per employee</i>			
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Math coach to support instruction, provide intensive, tiered support to teachers, monitor student progress and analyze data to inform academic decisions</i>			

	6400	210-Retirement	0051 - Gadsden County High School	UniSIG		\$4,500.00
			Notes: Retirement for math coach @ 10%			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG		\$3,442.50
			Notes: FICA @ 7.65% for math coach			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG		\$5,700.00
			Notes: Group insurance @ \$5,700 annually for math coach			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG		\$1,350.00
			Notes: Workers comp @ 3% for math coach			
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG		\$5,757.38
			Notes: Materials and supplies (workbooks, practice resources, instructional resources) to extend student access and improve student performance on the ACT/SAT.			
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG		\$5,757.38
			Notes: Materials and supplies for extended learning sessions (ELA, Math, Science, Civics) to include instructional resources, paper, pencils, markers, books, binders, cartridges, chart paper, folders, envelopes, journals)			
	5100	390-Other Purchased Services	0051 - Gadsden County High School	UniSIG		\$5,000.00
			Notes: Transportation for students to participate in field experience that allows for exposure to activities that support in-class instruction in the areas of ELA, Math, Science, and Civics (
	5100	120-Classroom Teachers	0051 - Gadsden County High School	UniSIG		\$24,000.00
			Notes: Teacher salaries to provide instruction in extended learning sessions after school and weekends in the areas determined by student performance data from local progress monitoring assessments (5 teachers x \$25 hour x 2 hours/day x 4 days/week x 4 weeks/ month x 8 months)			
	5100	220-Social Security	0051 - Gadsden County High School	UniSIG		\$2,448.00
			Notes: Social security for teachers who are providing instruction during the extended learning sessions @ 7.65%			
2	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety				\$36,540.01
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	150-Aides	0051 - Gadsden County High School	UniSIG		\$21,000.00
			Notes: Paraprofessional to support and promote school safety and security, encourage healthy lifestyle decisions and facilitate the implementation of MtSS, PBIS and discipline plans established by the school and district.			
	6100	210-Retirement	0051 - Gadsden County High School	UniSIG		\$2,100.00
			Notes: Retirement for paraprofessional @ 10%			

	6100	220-Social Security	0051 - Gadsden County High School	UniSIG		\$1,606.50
			Notes: Social security for paraprofessional @ 7.65%			
	6100	230-Group Insurance	0051 - Gadsden County High School	UniSIG		\$5,700.00
			Notes: Group insurance for paraprofessional at \$5,700 annually.			
	6100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG		\$630.00
			Notes: Workers comp for paraprofessional at 3%.			
	6100	510-Supplies	0051 - Gadsden County High School	UniSIG		\$5,503.51
			Notes: Materials and supplies to facilitate the implementation of the school's discipline plan, PBiS consumable workbooks, MtSS (instructional materials and supplies, paper, pencils, markers, paper clips, chart pads, envelopes, folders)			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$450,798.75