

Leon County Schools

Amos P. Godby High School



2022-23 Schoolwide Improvement Plan

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Amos P. Godby High School

1717 W THARPE ST, Tallahassee, FL 32303

<https://www.leonschools.net/godby>**Demographics****Principal: Desmond Cole**

Start Date for this Principal: 7/31/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: I (%) 2018-19: C (47%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Leon 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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Amos P. Godby High School

1717 W THARPE ST, Tallahassee, FL 32303

<https://www.leonschools.net/godby>**School Demographics**

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		C	C

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission at Amos P. Godby High School is to produce graduates who have the academic and technological skills necessary to think analytically and communicate clearly so they can be productive members of our global community.

Provide the school's vision statement.

Amos P. Godby High School is a place where all students are educated through a collaborative effort among faculty, staff, and students. Our school culture inspires students to take on the challenges of life and develop them to become creative, innovative, and imaginative. Through support and a unity with our community of stakeholders, our students' achievements are recognized and celebrated.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Anderson, Jan	School Counselor	Ms. Anderson is a guidance counselor. She works primarily with students so they will successfully meet graduation requirements. She works with teachers, students, and parents to ensure that students are working to achieve state mandated graduation benchmarks. She aligns her efforts closely with the administration to effectively implement and coordinate instructional practices and support services that will positively impact student outcomes. She also dutifully supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Barrineau, Susan	School Counselor	Mr. Barrineau is a guidance counselor. She primary works closely with students so they will meet graduation requirements. She works with teachers, students, and parents to ensure that students are working to achieve state mandated graduation benchmarks. She works closely with the administration to effectively implement and coordinate instructional practices and support services that will positively impact student outcomes. She also diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Davis, Rick	Dean	Mr. Davis is the Dean of Students. One of his primary responsibilities is overseeing student behavior. He works closely with teachers, students, and parents to ensure that students are managing their behavior appropriately while in school. He plays a vital role in implementing and coordinating effective instructional practices and behavioral strategies for teachers that will positively impact student outcomes. He diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.
Cole, Desmond	Principal	Mr. Cole serves as the principal of Godby High School. As the school's instructional leader, he is tasked with ensuring that the school vision and mission is realized. He plays a vital role in implementing and coordinating effective instructional practices. He strongly supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Gunter, Teresa	Teacher, K-12	Ms. Gunter is the athletic director. She works closely with student-athletes to maintain their eligibility and meet state graduation requirement standards. She communicates with parents regularly. As the athletic director, she plays a vital role in monitoring student effort, student performance and overall student achievement. She supports district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Forehand, Amy	Teacher, K-12	Mrs. Forehand in the Testing Coordinator. Her primary focus is managing state testing and progress monitoring. She works closely with the

Name	Position Title	Job Duties and Responsibilities
		administration, the guidance team, and campus teachers to ensure students receive the academic instruction necessary to perform well on state assessments. She trains teachers on testing protocol, communicates test-related information regularly with parents, and creates testing and progress monitoring calendars that aligns to state standards. She aligns her efforts to the district and school vision and mission. She supports district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Magdziak, Mary	Teacher, K-12	Ms. Magdziak is the science department head. She is tasked with ensuring that the school vision and mission is realized in her role as science teacher and department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Mitchell, Lisa	Teacher, K-12	Mrs. Mitchell is the Career & Technical Education (CTE) Department Head. She is tasked with ensuring that the school vision and mission is realized in her role as teacher and department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.
Shoemaker, Sue	Teacher, ESE	Dr. Shoemaker shares the on site role of Exceptional Student Education (ESE) Department Head. She is tasked with ensuring that the school vision and mission is realized in her role as teacher and department head, in support of students with disabilities. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.
Green, Toni	Teacher, ESE	Mrs. Green share the on site role of Exceptional Student Education (ESE) Department Head. She is tasked with ensuring that the school vision and mission is realized in her role as teacher and department head, in support of students with disabilities. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.
Skelly, Danley	Teacher, K-12	Mrs. Skelly is the math department head. She is tasked with ensuring that the school vision and mission is realized in her role as teacher and department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.

Name	Position Title	Job Duties and Responsibilities
Stemle, Alex	Assistant Principal	Mr. Stemle is the Assistant Principal for Administration (APA). One of his primary responsibilities is overseeing student attendance. He works closely with teachers, students, and parents to ensure that students attend school regularly. He plays a vital role in implementing and coordinating effective instructional practices for all teachers that will positively impact all students. He diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Valle, Althea	ELL Compliance Specialist	Mrs. Valle is the English Language Learners (ELL) teacher and compliance officer. She is tasked with ensuring that the academic needs of our ELL population are properly met. She closely monitors the stringent ELL compliance requirements set forth by the state. She aligns herself with the school vision and mission in her role as a classroom teacher and compliance officer. She plays a vital role in implementing and coordinating effective instructional practices for ELL students. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Young, Carvetta	Teacher, K-12	Ms. Young is the English Language Arts (ELA) department head. She is tasked with ensuring that the school vision and mission is realized in her role as teacher and department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She dutifully supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Gallon, Terry	Assistant Principal	Mr. Gallon is the Assistant Principal for Administration (APA). One of his primary responsibilities is overseeing student behavior. He works closely with teachers, students, and parents to ensure that students are managing their behavior appropriately while in school. He plays a vital role in implementing and coordinating effective instructional practices and behavioral strategies for teachers that will positively impact student outcomes. He diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.
Rumph, Tameka	School Counselor	Ms. Rumph is a guidance counselor. Her primary works closely with students so they will meet graduation requirements. She works with teachers, students, and parents to ensure that students are working to achieve state mandated graduation benchmarks. She aligns her efforts closely with the administration to effectively implement and coordinate instructional practices and support services that will positively impact student outcomes. She also dutifully supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.

Name	Position Title	Job Duties and Responsibilities
Hampshire, Kenyana	School Counselor	Mrs. Hampshire is a guidance counselor. She primary works closely with students so they will meet graduation requirements. She works with teachers, students, and parents to ensure that students are working to achieve state mandated graduation benchmarks. She works closely with the administration to effectively implement and coordinate instructional practices and support services that will positively impact student outcomes. She also diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Tyson, Sabrina	School Counselor	Ms. Tyson is a guidance counselor. She primary works closely with students so they will meet graduation requirements. She works with teachers, students, and parents to ensure that students are working to achieve state mandated graduation benchmarks. She works closely with the administration to effectively implement and coordinate instructional practices and support services that will positively impact student outcomes. She also diligently supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensures that students are properly cared for.
Powell, Jennifer	Assistant Principal	Mrs. Powell is the Assistant Principal for Curriculum (APC). She works closely with teachers and students to ensure that student achievement is realized. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices for all teachers. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure that students are properly cared for.

Demographic Information

Principal start date

Monday 7/31/2017, Desmond Cole

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,452

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	545	366	325	216	1452
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	193	116	121	84	514
One or more suspensions	0	0	0	0	0	0	0	0	0	32	17	14	6	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	96	96	108	17	317
Course failure in Math	0	0	0	0	0	0	0	0	0	57	47	46	22	172
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	264	128	113	57	562
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	260	124	82	51	517
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	205	106	51	20	382

Using the table above, complete the table below with the number of students by current grade level who have 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	192	132	131	48	503

Using current year data, complete the table below with the number of students identified as being "retained.":

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	113	35	48	3	199
Students retained two or more times	0	0	0	0	0	0	0	0	0	53	26	27	2	108

Date this data was collected or last updated

Sunday 9/25/2022

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	543	339	336	193	1411
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	185	115	102	59	461
One or more suspensions	0	0	0	0	0	0	0	0	0	15	7	3	2	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	129	169	167	27	492
Course failure in Math	0	0	0	0	0	0	0	0	0	111	89	93	35	328
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	237	127	106	39	509
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	252	102	82	30	466
Number of students with a substantial reading deficiency	0	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	202	165	160	43	570

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	140	91	76	2	309
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	39	27	2	106

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	543	339	336	193	1411
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	185	115	102	59	461
One or more suspensions	0	0	0	0	0	0	0	0	0	15	7	3	2	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	129	169	167	27	492
Course failure in Math	0	0	0	0	0	0	0	0	0	111	89	93	35	328
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	237	127	106	39	509
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	252	102	82	30	466
Number of students with a substantial reading deficiency	0	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	202	165	160	43	570

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	140	91	76	2	309
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	39	27	2	106

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		55%	51%				33%	57%	56%
ELA Learning Gains							38%	52%	51%
ELA Lowest 25th Percentile							34%	40%	42%
Math Achievement		36%	38%				36%	56%	51%
Math Learning Gains							41%	47%	48%
Math Lowest 25th Percentile							42%	47%	45%
Science Achievement		47%	40%				38%	67%	68%
Social Studies Achievement		46%	48%				78%	82%	73%

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

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
2022					
2019	39%	70%	-31%	67%	-28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	81%	5%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	69%	-32%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	67%	-29%	57%	-19%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	45	42	28	31	44	37	88		93	29
ELL	17	19	20	19							
BLK	32	44	41	24	42	52	41	89		95	55
HSP	40	48	29	43	67		52	100		95	67
MUL	55	52		33			80				
WHT	36	44	33	48	50		61	100		78	81
FRL	32	43	40	28	49	51	45	90		92	56
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	30	29	30	33	39	50	46	86		97	34
ELL		25		23							
BLK	29	34	32	22	24	35	36	91		95	55

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
HSP	27	33		33	21		50			94	44
MUL	37	27		17	6					100	64
WHT	52	53	33	33	22		58			90	66
FRL	25	29	29	23	22	29	40	100		94	52
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	17	37	34	25	47	53	17	50		88	26
ELL	11	29	25	20	21						
BLK	31	36	31	32	39	43	33	74		93	34
HSP	36	40	32	44	39	45	55			91	65
MUL	33	38		31	42		40				
WHT	47	46	53	61	56		53	90		98	48
FRL	30	35	31	33	40	42	34	74		92	30

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	11
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

For ELA, the ELL subgroup scored below proficiency in all areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There has been a decline in math proficiency levels.

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

Teacher loss and teacher transition during the school year, likely played in a role in the performance decline. Hiring and sustaining quality classroom teachers is important. Training new teachers would also serve to benefit their instructional practice.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There was a significant growth in social studies achievement level.

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

Diligent baseline testing and improved core instruction.

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

Continued use of baseline testing and district support in areas of need.

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.

District level in-service will be provided to improve pedagogical teacher practice.

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

Scheduled baseline testing, advanced teacher training, and continued pedagogical analysis.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

One of the core functions of education is learning to read and comprehend text. Without this basic and fundamental skill, learning can become difficult and perhaps enjoyable. The pre-pandemic 2019 and 2022 FSA ELA achievement levels scores suggested strongly that this needed to be a focus.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As measured by the 2019 FSA test administration 33% and 30% during the 2022 test cycle, learners performed at a level of proficiency. The school goal is set for 35% of students to perform at a level 3 or higher on the 2023 ELA state assessment or similar progress monitoring tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor student progress by analyzing daily work samples, assessing grades earned on assessments and through individual daily feedback.

Person responsible for monitoring outcome:

Desmond Cole (coled@leonschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction and progress monitoring will be implemented to support mastery of targeted standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There are a fairly significant number of students that do not attend school regularly. The student regularly daily attendance rate was well under the district average. Due to this lack of educational continuity, learning gaps occurred in 2022. Teachers are committed to placing a heavy focus on ensuring students and parents fully understand the importance of attending school regularly.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Maintain and improve reading support classes
2. Smaller class size in reading support classes
3. On-campus support and in-service training from reading coach
4. Administrative feedback and support where needed

Person Responsible

Desmond Cole (coled@leonschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	Improve math learning gains
Description and Rationale:	Some students struggle making a connection with numbers and math concepts overall. When students encounter difficulty, they tend to lose interest and in some cases shut down. Base level math skills are important to build math fluency. Students need to grow each year in skill acquisition in order to build on each learned concept. Without these fundamental mathematic building blocks in place, it is possible that students could become tactically deficient and learning can become a challenge. The 2019 and 2022 FSA math learning gain scores strongly suggested that this needed to be a schoolwide goal.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase math learning gains to 42%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor student progress by analyzing daily work samples, assessing grades earned on assessments and through daily feedback.

Person responsible for monitoring outcome:

Desmond Cole (coled@leonschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Continued support in standards-based strategic planning and teaching math concepts.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

To ensure teachers have established systems in place and are implementing math programs with fidelity, while also utilizing all other available resources.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Effective strategic planning
2. Administrative observations and feedback
3. Systematic progress monitoring
4. Meeting regularly with district math developer and other district support personnel

Person Responsible Desmond Cole (coled@leonschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus	Increase Biology Achievement level
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science is not a subject that is universally enjoyed by students. Poor reading comprehension and complex science vocabulary has played a role in a general disinterest. Without base level scientific skill, learning can become a challenge. The pre-pandemic 2019 and 2022 FSA science achievement level scores suggested that this needed to be a school focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is for 39% of students to perform at a level 3 or higher on the 2023 Science FSA or similar progress monitoring instrument.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor student progress by analyzing daily work samples, assessing grades earned on assessments and through individual daily feedback.
Person responsible for monitoring outcome:	Mary Magdziak (magdziakm@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Immersion of science standards through strategic planning and instruction to ensure that learners master the content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To ensure students have established systems in place and are implementing programs with fidelity, while also utilizing all available resources.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Amos P. Godby High School has a profound fondness and respect for their student population. There is a powerful commitment to making the learning experience rewarding and student-centered. There are varied on-campus resources available to support and uplift students. An onsite counselor is provided through a sustained partnership with Disc Village. Guidance counselors are skilled and stand ready to ensure students are not only on track to graduate, but are positioned to manage their social and emotional needs. Godby High School has a long and rich history partnering with outside agencies that focus on healthy relationships and sound decision making. The school is proud of the food pantry sponsored by Tadlock Roofing. The food pantry helps feed more than 25 students and their families each week. City Church, a faith-based and long time supporter of Godby High School, provides school supplies, backpacks, teacher cleaning supplies, and also pre-game meals to our athletes. City Church also contributed to our food pantry. Godby High School is also exceptionally proud to partner with Northwoods Baptist Church. This faith-based organization has served the Godby community for several years.

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

Each member of the leadership team will align their actions to the mission and vision of the school district through their continued support of students and their physical development and mental health. Members will lead by example as they work tirelessly in their area of expertise to ensure students are learning. Stakeholders will work collectively to reduce barriers for students so that school can be a place of invitation and comfort. Leadership team members will promote and foster a positive learning environment of transparency, clear communication, and a dedication to relationship building.