Leon County Schools

Amos P. Godby High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Amos P. Godby High School

1717 W THARPE ST, Tallahassee, FL 32303

https://www.leonschools.net/godby

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
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.
Forehand, Amy	Teacher, K-12	Mrs. Forehand in the Testing Coordinator. Her primary focus is managing state testing. She works closely with the 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 a testing calendar 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.
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.
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.
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.

Name	Position Title	Job Duties and Responsibilities
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 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.
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 department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices related to CTE. She supports the district and schoolwide initiatives, displays solidarity toward the stated mission, and ensure 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 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.
Green, Toni	Teacher, ESE	Mrs. Green is the Exceptional Student Education (ESE) Department Head. She is tasked with ensuring that the school vision and mission is realized in her role as department in support of student with disabilities. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices that supports student intellectual development. 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 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.
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 department head. Through her leadership, she plays a vital role in implementing and coordinating effective instructional practices. She dutifully supports the district and

Name	Position Title	Job Duties and Responsibilities
		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.
Rumph, Tameka	School Counselor	Ms. Rumph 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 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.
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 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.
Blackwell-Flanagan, Rhonda	Assistant Principal	Dr. Flanagan is the Assistant Principal serving a variety of core roles. 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.
Diskin, Amy	School Counselor	Mrs. Diskin 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

Name	Position Title	Job Duties and Responsibilities
		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.
Schmeckenbecker, Brittany	School Counselor	Mrs. Schmeckenbecher 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.
Spires, Joy	School Counselor	Ms. Spires 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Leadership team meetings are held monthly to provide information for campus instructional leaders to take back to teachers in their departments. School information, where feedback is required, is also discussed as a group

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Information related to the School Improvement Plan (SIP) will be discussed and monitored during monthly Leadership Team meetings. Student progress monitoring data is discussed and analyzed by the group. This includes the school's ESOL/ELL population and other subgroups.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: I 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	514
One or more suspensions	0	0	0	0	0	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	317
Course failure in Math	0	0	0	0	0	0	0	0	0	172
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	562
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	517
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	382

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	503

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	199
Students retained two or more times	0	0	0	0	0	0	0	0	0	108

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	51	50	32	55	51	32		
ELA Learning Gains				45			36		
ELA Lowest 25th Percentile				39			31		
Math Achievement*	28	45	38	26	36	38	24		
Math Learning Gains				46			23		
Math Lowest 25th Percentile				53			33		
Science Achievement*	53	65	64	39	47	40	42		
Social Studies Achievement*	85	77	66	90	46	48	90		
Middle School Acceleration					40	44			
Graduation Rate	80	89	89	93	67	61	95		
College and Career Acceleration	61	61	65	58	75	67	56		
ELP Progress	50	45	45	50			59		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	92
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	11
Percent Tested	87
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	34	Yes	4	
AMI				
ASN				
BLK	55			
HSP	60			
MUL	54			
PAC				
WHT	60			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	25	Yes	3	3
AMI				
ASN				
BLK	52			
HSP	59			
MUL	55			
PAC				
WHT	59			
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			28			53	85		80	61	50
SWD	16			18			39	71		46	6	
ELL	15			18			33				5	50
AMI												
ASN												
BLK	31			25			52	83		57	6	
HSP	38			43			62	82		66	7	46
MUL	45			35			54				4	
PAC												
WHT	35			29			49	93		76	6	
FRL	29			26			52	81		59	7	47

| 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	45	39	26	46	53	39	90		93	58	50
SWD	23	45	42	28	31	44	37	88		93	29	
ELL	17	19	20	19								50
AMI												
ASN												
BLK	32	44	41	24	42	52	41	89		95	55	
HSP	40	48	29	43	67		52	100		95	67	45
MUL	55	52		33			80					
PAC												
WHT	36	44	33	48	50		61	100		78	81	
FRL	32	43	40	28	49	51	45	90		92	56	

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	36	31	24	23	33	42	90		95	56	59
SWD	30	29	30	33	39	50	46	86		97	34	
ELL	0	25		23								59
AMI												
ASN												
BLK	29	34	32	22	24	35	36	91		95	55	
HSP	27	33		33	21		50			94	44	55
MUL	37	27		17	6					100	64	
PAC												
WHT	52	53	33	33	22		58			90	66	
FRL	25	29	29	23	22	29	40	100		94	52	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	37%	51%	-14%	50%	-13%
09	2023 - Spring	32%	50%	-18%	48%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	58%	-33%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	58%	-28%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	65%	-13%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	75%	18%	63%	30%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Math achievement level was the lowest performance. Teacher loss and teacher transition during the school year, likely played a role in the performance decline. Hiring and sustaining quality classroom teachers is important. Providing new teachers with good pedagogical framework would also serve to benefit their instructional practice.

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

Graduation rate showed the greatest decline from the prior school year. The graduation cut scores were heightened. Students had to earn a higher score in reading and math to meet the graduation requirements. The PERT test, used as a math concordance score, was permitted very late in the testing window. The base passing score was increased, making it difficult for students to earn a passing score to meet graduation requirements.

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

Graduation rate lagged compared to the state average.

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

Science showed the most improvement overall. Teachers took a more targeted approach to addressing the Biology standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A significant number of fourth year cohort student do not have the credits or grade point average to be officially classified as a senior. These student have a complete 12th grade course load and also had to retake several semester courses to be able to earn senior status to position themselves for graduation.

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

Improve reading proficiency, improvement math achievement level, make strides in improving the graduation rate, continue the momentum made in science proficiency, improve course offering and achievement level in college and career acceleration.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of the core functions of education is learning to read and comprehend. Without this basic and fundamental skill, learning can become difficult. This is compounded and made much more difficult when the learner does not speak English as their native language.

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

As measured by the FAST test, ELL subgroup performed at a level below proficiency during the 2023 testing cycle.

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

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

Person responsible for monitoring outcome:

Althea Valle (vallea@leonschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

There is a deep desire that ELL student population will experience the same level of academic success as other subgroups. Teachers are committed to placing a heavy focus on ensuring that they meet success during the school year using the curriculum geared to heighten student learning specific to the ELL student population.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 ELL reading support classes.
2. Maintain sheltered ELL English classes.
3. On-campus support and in-service training.
4. Smaller class size
5. Scheduling ELL students with ESOL endorsed teachers, when available.
6. Administrative feedback and support where needed

Person Responsible: Althea Valle (vallea@leonschools.net)

By When: During 2023-2024 school year

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order for students to get the most out of their educational experience, it is important that they attend school regularly. Poor school attendance often result in poor academic achievement.

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

During the 2022 school state testing cycle, the state mandated percentage of 95% students tested was not met. Godby High School earned an Incomplete "I". Based on the percentage of total points earned, Godby High School earned 45%. That percentage would have earned Godby High School a "C" school grade. Poor student attendance throughout the school year, but particularly during the state assessment window, factored greatly in the Incomplete school grade rating by FLDOE.

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

Teachers and the administration will monitor daily student attendance daily. Parents will be contacted as needed to alert them of student attendance irregularities. Positive Behavior Interventions and Supports (PBIS) will be used to incentivized student attendance. By simply attending school regularly, students had the ability to earn prizes that they cared about.

Person responsible for monitoring outcome:

Alex Stemle (stemlea@leonschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher attendance will be checked each class period. Daily attendance schoolwide will also be a focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student regular daily attendance was well under the district average. Teachers and the school administration are committed to placing an advanced focus on ensuring that students and parents fully understand the inherent value of attending school regularly.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Continued communication to teachers about taking accurate attendance
2. Increased parent phone calls home to note attendance irregularities
3. Provide PBIS incentives that student care about
4. Administrative feedback and support where needed.

Person Responsible: Alex Stemle (stemlea@leonschools.net)

By When: Daily/weekly/monthly attendance communications throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school disseminates information for the SIP and the Title I, Part A SWP via public hearings to include School Advisory Council (SAC) meetings, Annual Title I Meeting, and Open House. A copy of the SIP and Title I Plan are available for review upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To support parent engagement and build positive relationships, Godby High School hosts events quarterly. These events provide information to help parents understand learning requirements, how to be a partner is shaping their child's learning experience, and provide ongoing assistance to strengthen families. The Title I Parent & Family Engagement Plan is uploaded to the Godby's website: https://.leonschools.net/Godby. The information is also shared with parents at the Annual Parent & Family Engagement planning session (parents provide feedback), public hearing, and Annual Title I meeting.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Godby High School administrators and teachers continuously and collaboratively analyze data and provides interventions and enrichment, as appropriate for learners. This includes offering a credit recovery courses, intervention classes, afterschool tutoring, Saturday tutoring, Saturday course recovery, college credit courses, advanced placement, various extra curriculum activities to enhance subject area knowledge, and multiple CTE programs leading to industry certification.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan works in conjunction and is fully integrated with other Federal, State, and local services and programs.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

In addition to school counselors provided by the school district, community services such as Capital City Youth Services (CCYS) are made available

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Godby High School provides various CTE programs leading to industry certification. The school provides schoolwide support to assist students in completing their financial aid applications and college applications. Additionally, the school hosts curriculum nights and college meetings. The school has also planned to provide learning experiences through field-trips to various universities and colleges.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS, Positive Behavior Interventions and Supports (PBIS) reward system

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided professional development opportunities regularly, on site, and encouraged to attend professional development workshops hosted elsewhere. Department Chairs lead "lunch and learns" to break down standards and lead common planning efforts. The APC works with district developers to provide specific and targeted professional development centered on teaching and learning to bolster student outcomes. Godby High School encourages our non-instructional staff to earn mental health credentials and trainings as student supports in our ESE classrooms. Finally, our Literacy Coach provides monthly training on instruction, focusing on high yield, evidence based strategies to improve literacy across content areas. Teachers leaders host monthly beginning teacher professional development to learn the school's way of work and best practices in classroom management, pedagogy and content area instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.B.	Area of Focus: -- Select below --:	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No