

Gadsden County Schools

# Gadsden County High School



2022-23 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: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (43%) 2018-19: D (38%) 2017-18: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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

27001 BLUE STAR HWY, Havana, FL 32333

www.gadssdenschools.org

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

## School Grades History

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

## School Board Approval

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## 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.

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

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
Franklin, Chelsea	Principal	
Black, O'Hara	Assistant Principal	
Lightfoot, Tomeka	Reading Coach	
Shields, Erin	Administrative Support	Schedules and supports all state and district testing at GCHS.Oversee's science instruction.
Valencia, Kayla	Assistant Principal	Assists with scheduling, ESE IEP meetings and curriculum needs. Oversee's math instruction.
Sellers Hatten, Terri	Graduation Coach	Oversee's the MTSS process for struggling seniors and support new teacher development to improve student performance.
Alexander, Maresha	School Counselor	Oversees the guidance logistical processes, completes graduation audits and ensures all students are in compliance for graduation.
Kenon, Aayana	Teacher, K-12	Lead ELA teacher, member of the shared decision making committee, serves as a school leader that gives input and feedback to improve teacher morale.
Robinson, Calvin	Math Coach	District math coach that assist us in setting goals and meeting educational targets with our team.

## Demographic Information

### Principal start date

Thursday 7/1/2021, Chelsea Franklin

**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.*

1

**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.*

63

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

1,000

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

14

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

14

### 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	283	311	219	227	1040
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	90	52	59	254
One or more suspensions	0	0	0	0	0	0	0	0	0	51	61	19	5	136
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	12	10	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	248	312	174	132	866
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	297	157	0	0	454
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	248	312	174	132	866



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	250	242	200	192	884

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	38	58	55	45	196
Students retained two or more times	0	0	0	0	0	0	0	0	0	85	85	29	24	223

Date this data was collected or last updated

Monday 10/17/2022

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	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data 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	27%	28%	51%				25%	25%	56%
ELA Learning Gains	40%						38%	38%	51%
ELA Lowest 25th Percentile	38%						36%	36%	42%
Math Achievement	20%	37%	38%				16%	16%	51%
Math Learning Gains	29%						18%	18%	48%
Math Lowest 25th Percentile	43%						28%	28%	45%
Science Achievement	26%	21%	40%				21%	21%	68%
Social Studies Achievement	76%	29%	48%				77%	77%	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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	22%	57%	-35%	67%	-45%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	88%	70%	18%	70%	18%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	19%	34%	-15%	61%	-42%

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	11%	14%	-3%	57%	-46%

## 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	24	32	29	21	36	43	38	64		85	36
ELL	25	45	44	20	22		20			36	
BLK	25	39	38	19	30	42	24	75		88	48
HSP	29	41	33	22	30	47	25	86		72	57
MUL	45										
WHT	67	27									
FRL	28	39	37	20	28	41	26	75		84	52
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	
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

## 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)	ATSI
OVERALL Federal Index – All Students	43
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	41
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	11
Percent Tested	94%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	47
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	42
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?

Attendance is a major issue for students at Gadsden County High School. If students don't ride the bus, they are often late. If students miss the bus, they are more likely not to come to school. If a student misses 10 or more days of school, there is only one social worker and no truancy officer to encourage them to come back to school.

Students are improving in math and reading proficiency however with a high teacher turn over rate, we are coaching new teachers this year with new standards to maintain our growth.

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

The greatest need for improvement is our biology data, we only had 22% of students show mastery last school year.

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

We have a new teacher, teaching biology and we are working to provide ongoing feedback and hands on experiences for students to master the concepts.

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

U.S history, graduation rate, CTE, ELA then math showed the most improvement.

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

We rewrote our school's mission/vision and school improvement goals to focus on 3 major components: safety, standard aligned instruction and school morale.

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

Continued standard alignment, teacher retention, safety and school morale. Strategies include co-teaching models, WICOR AVID strategies and think-pair-share to encourage more student interaction with each standard.

**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.**

Teachers need insight on what they individually need to retain their professional teaching certificate, professional development for Marzano evaluation tool and development that includes progress monitoring and engagement strategies.

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

Progress monitoring, support/reminders to take teaching certification exams and climate surveys will be utilized to continue to improve upon our practices.

**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 Standards-aligned Instruction****Area of Focus****Description and Rationale:**

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

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:**

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

Teachers will be able to produce standards-aligned lessons and assessments during PLCs that will show an increase from 27% to 34% improvement in student's reading proficiency by December. SSTRIDE or independent contractors of graduate/undergraduate assistant instructors will have 75% or more students showing gains by December based on progress monitoring assessments.

**Monitoring:**

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

Student baseline scores in achieve and standards mastery sessions (STAR) 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:**

Chelsea Franklin (franklinc@gcpsmail.com)

Standard-aligned instruction development in PLCs, informal feedback and assessment design.

**Evidence-based****Strategy:**

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

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 FAST aligned questions to have a FAST learning experience.

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).

**Rationale for****Evidence-based****Strategy:**

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

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.

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....FAST 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 FAST aligned.

**Person Responsible** Chelsea Franklin (franklinc@gcpsmail.com)

Use FAST standards and marzano strategies in addition to our 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 22-23 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** Chelsea Franklin (franklinc@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/FAST 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** Chelsea Franklin (franklinc@gcpsmail.com)

Provide resources, protocols and tools to teachers during PLC while writing lesson plans to support their understanding of standard aligned instruction using the strategies we are adopting.

**Person Responsible** Tomeka Lightfoot (lightfoott@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** O'Hara Black (blacko@gcpsmail.com)

Provide voluntary weekly common planning sessions with administrative support to complete lesson plans and common assessments.

**Person Responsible** Tomeka Lightfoot (lightfoott@gcpsmail.com)

Observe SSTRIDE and or independent contractors/ instructors classroom teaching, contribution to planning and one on one student support.

**Person Responsible** Chelsea Franklin (franklinc@gcpsmail.com)

**#2. Positive Culture and Environment specifically relating to 9School Safety****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****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:****Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

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

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

**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

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

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**

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.

- 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

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

*No description entered*

**Person Responsible** [no one identified]

**#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus**

**Description and Rationale:**

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

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

**Measurable Outcome:**

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

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

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:**

[no one identified]

**Evidence-based Strategy:**

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

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:**

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

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.

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**

Terri Sellers Hatten (sellerst@gcpsmail.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**

Terri Sellers Hatten (sellerst@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** Terri Sellers Hatten (sellerst@gcpsmail.com)

### **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.**

GCHS agrees and maintains a positive school culture and environment that 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.

We execute this by having monthly staff celebrations that may include donuts/coffee, bagels, hot breakfast or snacks to bring our team together.

We consult with various stakeholder groups such as our SAC committee, local churches and alumni to promote and provide insight on our vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment.

Stakeholder groups include teachers, students and families of students, volunteers and school board members. We all come together to host our school's character cash cart and quarterly student celebrations.

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

Local Churches- donations for staff meetings, teacher appreciation week and support.

SAC- gift cards for accountability teacher grade improvement.

PTSA- donations for staff meetings, teacher appreciation week and support.