

East Gadsden High School



2014-15 School Improvement Plan

East Gadsden High School

27001 BLUE STAR HWY, Havana, FL 32333

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	F

School Board Approval

This plan was approved by the Gadsden County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To educate and produce future leaders.

Provide the school's vision statement

East Gadsden High School where the faculty, staff and community work as a cohesive unit to inspire and produce world-class achievers!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers review Performance Matters data, Skyward data, and cumulative folders. Teachers collaborate with the students' previous teachers. Teachers conduct student data chats, parent-teacher conferences, maintain anecdotal records, and have daily interactions with students. East Gadsden also provides opportunities for all stakeholders to interact at Parent Expos three times a year. The faculty and staff collaborate and cooperate with the Student Advisory Council in order to build relationships with the parents and to learn about the students' cultures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

East Gadsden follows the Safe and Supportive Schools Model to ensure that all students have a supportive and safe environment in which to grow and thrive academically and socially. The three domains are engagement, safety, and environment.

Engagement is defined as strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community. Student engagement is a key element of a positive school climate, with a large body of research linking it to academic achievement. The term student engagement can provide an overarching framework for many positive individual student processes, relationships within the school, and contextual qualities.

School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment, and substance use. Safe schools promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout.

A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

East Gadsden High School follows the Gadsden School District Student Code of Conduct. In addition, East Gadsden has the following behavioral systems in place:

- Continuous monitoring of student movement
- Faculty and staff visibility throughout the school day
- Full-time student resource officer
- Barkley Security officers
- Well lit campus
- Security cameras
- Continuous supervision before, during and after school
- Full-time in-school suspension program
- Secured gated campus
- Administrators strategically placed throughout the campus

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

East Gadsden currently has three full-time guidance counselors, one full-time school social worker, one school psychologist, three full-time behavior specialists and one school nurse to ensure the social-emotional needs of all students are met. The school practices an open-door policy in which the students can request assistance at any time. Teachers also utilize the Gadsden County School District's Social Work Referral Form to address excessive absences.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

East Gadsden's Early Warning System signals whether students are on or off track through their attendance, behavior and course/standardized testing performance.

The Early Warning System focuses on absenteeism, student failure rate, grade point average, student behavior, drop-out rate, and pass/failure rate of standardize testing.

Early Warning System DATA

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	20	24	16	22	82
One or more suspensions	124	110	90	81	405
Course failure in ELA or Math	38	137	102	72	349
Level 1 on statewide assessment	230	178	67	29	504

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	149	248	88	74	559

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

East Gadsden High School faculty and staff monitors attendance records using Skyward. Faculty and staff monitors attendance each period throughout the school day. Administration requires a list of all students who scored below a grade of C in any course. Parents receive grade progressive monitoring two times a nine weeks. Teachers conduct regularly scheduled student data chats at least twice per nine weeks and as needed. Guidance counselors review and monitor students' G.P.A. by grade level. Faculty documents and reports students' behavioral documentation. Administration monitors and reviews student behavioral documentation. An in-school suspension program is provided for initial intervention. Students are then referred to behavior specialists for additional interventions as required. Standardized testing is monitored through Performance Matters by teachers, the reading coach and administration. District baseline, mid-year, and end of year assessments are used to predict students' success on standardized testing. The RIOT/ICEL method is also used to move students from intensive to proficient performance.

- The RIOT/ICEL matrix is a guide for problem analysis, in which information is gathered in the domains of instruction, curriculum, environment, and learner (ICEL) through the use of reviews, interviews, observations, and tests (RIOT) in order to evaluate underlying causes of a problem and to validate hypotheses. Time spent in problem analysis increases the likelihood that the resulting intervention will be successful.
- The RIOT/ICEL matrix is not itself a data collection instrument. Instead, it is an organizing framework that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180604>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Student Advisory Council (SACS) is used to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. SACS members consist of parents as well as business and community members who are representative of the ethnic, racial, and economic community served by the school. The other portion consists of the principal and school personnel. Other partnerships with the community include the STEM program, SSTRIDE, FSU Upward Bound, FAMU Talent Search, the National Hookup of Black Women, Men of Distinction, JROTC, and local sororities and fraternities, .

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Roberts, Melvin	Principal
Francis, Carolyn	Assistant Principal
Jones, Pamela	Assistant Principal
	Assistant Principal
Bush, Daisy	Instructional Coach
Dortch, Prudence	Teacher, K-12
Presha, Renae	Teacher, Career/Technical
Anderson, Danielle	Teacher, K-12
Cotton, Talia	Teacher, K-12
Farmer, Erica	Teacher, K-12
Martinez, Joseph	Teacher, K-12
Simmons, Peggy	Instructional Media
Hayes, Chandra	Guidance Counselor
Wyche-Hall, Monique	Teacher, K-12
Bailey, Deborah	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Step 1. The team defines the problem by determining the discrepancy between what is expected and what is occurring.

Step 2, The team analyzes the problem using data to determine why the discrepancy is occurring. .

Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored. .

Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. .

1) The role of the administrative team is to develop a school wide RTI / MTSS program and ensure its implementation in accordance with the district MTSS protocol. Meetings will be held at least once a month.

2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or evaluation report(s).

3) General education teachers will provide information about core instruction, participate in student data collections, deliver Tier 1 instruction / intervention (Core Instruction and Universal Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials / instruction with Tier 2 / 3 activities (Comprehensive and Intensive Interventions).

4) ESE teachers participate in the data collection phase as well as, integrate core instructional activities / materials into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.

5) ESE support facilitator will serve as a resource person for interventions and evidenced-based strategies in working with all students and programming resources for ESE teachers. The person will also be responsible for keeping parents informed throughout the entire process, monitoring ESE paperwork, and scheduling and conducting student study team meetings (IEP) and manifestation conferences.

6) Instructional Coaches (Reading and Mathematics) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Melvin Roberts	Principal
Angela Burgess	Parent
Emmanuel Sapp	Parent
Beamon, Patricia	Parent
Brown, Terrance	Parent
Bush, Daisy	Education Support Employee
Farmer, Erica	Teacher
Flowers, Rev. Charles	Business/Community
Forehand, Gwendolyn	Parent
Francis, Carolyn	Education Support Employee
Jackson, Dee	Parent
Lewis, Jari	Teacher
Jones, Pamela	Education Support Employee
Mills, Pamela	Teacher
Perkins, LaKysha	Parent
Randolph, Patricia	Parent
Saenz, Debbie	Parent
Saunders, Byron	Parent
Sherman, Tammy	Teacher
Showers, Jerome	Business/Community
Showers, Tynease	Business/Community
Tribue, Rosemary	Business/Community
Daniels, Te'Ambranique	Student
Esquivel, Lucia	Education Support Employee
Finch, Lacshauna	Parent
Finch, Jerrica	Student
Franklin, Onyx	Student
Gainous, Al'Kendreana	Student
Hardin, Victoria	Student
Jackson, Shelia	Parent
McCray, Ahyanni	Student
Porter, LaTasha	Parent
Powell, Crystal	Parent
Powell, Jeff	Parent
Smith, Angela	Parent
Williams, Doreatha	Parent
Robinson, Mimi	Parent
Love, Samantha	Education Support Employee

Name	Stakeholder Group
Cooper, Kimberly	Parent
Chandler, Cedric	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Based on the SACS review the school did not meet all of the goals that were set forth in the plan.

Development of this school improvement plan

The school advisory council provides support and input into the development of the school improvement plan. They also help to monitor student progress and operational affairs of the school. Periodically the council assists in making necessary corrections and updating of the plan.

Preparation of the school's annual budget and plan

The School Advisory Council meets quarterly to discuss the progress of the school and prioritize projects as well as teachers requests for funding to meet specific goals. In addition, the council in conjunction with the principal serves to approve budget expenditures of the School Improvement Funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Roberts, Melvin	Principal
Francis, Carolyn	Assistant Principal
Bush, Daisy	Instructional Coach
Simmons, Peggy	Instructional Media
Mills, Pamela	Teacher, K-12
Anderson, Danielle	Teacher, K-12
Burney, Charles	Teacher, K-12
Williams, Sarah	Teacher, ESE
Cunningham, Rhonda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

EGHS's major initiatives this year will be to monitor and implement school-wide writing opportunities; engage in peer coaching; conduct mini-workshops (PLC's) throughout the year on research based strategies for best practices; attend workshops/conferences; model lessons in classrooms; analyze and review data; and share and report data. Some of the reading initiatives for this year are Parent Reading, Math and Science Night, Reading and Math Workshops, Celebrate Literacy Week Florida, Novel Affair, Reading, Math, and Science Brain Brawl, and District and School Declamation Contest.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All faculty actively participates in Professional Learning Communities and ongoing professional development. Departments are required to meet at least twice a month to collaborate and plan for instruction. PLCs include the Assistant Principal for Curriculum, the reading coach, teachers, and other educational partners (ETO, DA Team, etc.). During PLCs data is analyzed and individual teacher's needs are addressed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management. Tutoring will be provided for new and beginning teachers to help them prepare for the General Knowledge and or Subject Area Assessments.

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

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

School-level administration and district-level administrators will provide ongoing, high-quality, job-embedded professional development that is aligned to the school's instructional program and designed to ensure staff is equipped to facilitate effective teaching and learning. The school will take advantage of Job Fair opportunities provided by Tallahassee Community College, Florida State University, Florida A&M University and Workforce Development.

EGHS will provide opportunities for teachers to be trained in Clinical Ed so that we can partner with Flagler College, FAMU, FSU and TCC in an effort to retain teachers in critical areas.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

EGHS utilizes one-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and record keeping
Additional planned mentoring activities:

1. Develop and share model lessons
2. Co-teaching
3. Provide professional development
4. Facilitate the lesson study process
5. Shared best practices
6. Develop and share learning scales
7. Facilitate student engagement activities/produces
8. Model teacher evaluation components

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

East Gadsden ensures its core instructional programs and materials are aligned to Florida Standards during bi-weekly PLC/common planning times. During these meetings the leadership team representatives and department level teams focus on student performance and content instruction. The district based Education Transformation Operations (ETO) team assists with progress monitoring the use of core instructional programs with fidelity. In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

East Gadsden High School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first grading period of school, all students are given baseline assessments in English/Language Arts, mathematics, social studies, and science. The data provided from these assessments will be used to differentiate instruction based on proficiency level. After the baseline assessments, teachers will give bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Students who are performing at a low proficiency level will receive response to intervention specific to their needs during MTSS. The department teams will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 97,200

The Florida State University Upward Bound Program at East Gadsden High School has operated since 1989. The Upward Bound Program is designed to enhance the academic and personal skills of high school students while preparing them for college admission, retention, and graduation.

Strategy Rationale

This program exposes students to cultural and career activities, and supplements their regular high school curriculum. Mentors are assigned to the campus to help student stay focused and also provides assistance with their core studies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Francis, Carolyn, francisc@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance rosters, report cards, student test scores, and college acceptance letters.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

East Gadsden provides the following strategies to support incoming cohorts:

- Ninth Grade Academy
- Guidance Counselor visits the feeder middle schools
- Ninth Grade Orientation

East Gadsden provides the following strategies to support outgoing cohorts:

- Dual Enrollment
- Guidance Counselor conducts individual academic audits
- SSTRIDE
- STEM
- FSU Upward Bound
- FAMU Talent Search
- Graduation Rate Tracking
- Industry Certifications
- JROTC
- Virtual Articulation Summit with Feeder School

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

EGHS incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future via read and response activities, hands-on activities, oral presentations, and written reports for various audiences. The culmination of these programs will lead to students that are prepared for college and careers. The industry certifications that may be earned are as follows: Microsoft Office Specialist, Certified Nursing Assistant, Serve Safe Certification, Agricultural Technician, Agricultural Biotechnology Technology

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career and Technical Education courses helps students see the relationship between subjects and relevance to their future, helping them to be prepared upon graduation to enter the workforce with certification, enlistment into the armed services, or college entrance.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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

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School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If all teachers implement effective teaching instruction aligned to the Florida Standards, inclusive of the Comprehension Instructional Sequence (CIS) Model, then by the end of 2014-15 all students will meet or exceed at least 60% of state expectations set by the new state assessment (FSA).
- G2.** If a rigorous curriculum is implemented, then by the end of 2014-15, at least 60% of all high school students will graduate with their cohort, college and career ready.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers implement effective teaching instruction aligned to the Florida Standards, inclusive of the Comprehension Instructional Sequence (CIS) Model, then by the end of 2014-15 all students will meet or exceed at least 60% of state expectations set by the new state assessment (FSA). 1a

G048233

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	50.0
AMO Math - All Students	49.0
Bio I EOC Pass	47.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and Subject related materials (leveled readers)
- Resources used include but are not limited to Collections, FCAT Explorer, ACT PrepMe, Acaletics

Targeted Barriers to Achieving the Goal 3

- Under-utilization of professional development in best practices regarding content area literacy strategies.
- Limited access to technology
- Excessive amount of testing compromises the amount of time for instructional delivery and time on task.
- Teacher buy-in
- Large number of new and beginning teachers

Plan to Monitor Progress Toward G1. 8

Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Coaches log will be utilized as well.

Person Responsible

Daisy Bush

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

If said strategy is effective then student data on assessments will have a positive slope. If strategy is ineffective then student data on assessments will have a negative slope or no slope. The evidence collection will consist of coaches logs, professional development agendas, and lesson plans.

Plan to Monitor Progress Toward G1. 8

Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Classroom walk-throughs. Utilize baseline, mid-year, and end of the year district assessments

Person Responsible

Pamela Jones

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Classroom walk-throughs. Utilize baseline, mid-year, and end of the year district assessments

Person Responsible

Melvin Roberts

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

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

G2. If a rigorous curriculum is implemented, then by the end of 2014-15, at least 60% of all high school students will graduate with their cohort, college and career ready. **1a**

G048234

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	76.0
5-Year Grad Rate	83.0
4-Year Grad Rate (At-Risk)	63.0
Dropout Rate	1.0
College Readiness Reading	55.0
College Readiness Mathematics	27.0

Resources Available to Support the Goal **2**

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and subject related materials (leveled readers) Additional resources used include Florida Collections, FCAT Explorer, ACT PrepMe, Acaletics and leveled informational text.

Targeted Barriers to Achieving the Goal **3**

- Under-utilization of resources pertaining to best practices regarding higher order questioning strategies.
- The use of knowledge gained from professional development is not being used with fidelity.
- Low performing, unmotivated students
- Community partnerships

Plan to Monitor Progress Toward G2. **8**

Data from walk-throughs will be used to calculate the percent of classrooms that are actively using focus and essential questions. The percentages of classrooms using essential and focus questions will be used to determine the progress toward meeting the goal.

Person Responsible

Lamar Kirkland

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge

Person Responsible

Carolyn Francis

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

One-hundred percent of lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge

Plan to Monitor Progress Toward G2. 8

Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.

Person Responsible

Melvin Roberts

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

One-hundred percent of formal observations, walk-throughs, and lesson plans will be monitored for use of Webb's Depth of Knowledge

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers implement effective teaching instruction aligned to the Florida Standards, inclusive of the Comprehension Instructional Sequence (CIS) Model, then by the end of 2014-15 all students will meet or exceed at least 60% of state expectations set by the new state assessment (FSA). **1**

 G048233

G1.B1 Under-utilization of professional development in best practices regarding content area literacy strategies. **2**

 B120231

G1.B1.S1 A school-wide initiative to increase literacy in classrooms utilizing literacy focus calendars. **4**

 S132050

Strategy Rationale

The rationale behind the school-wide focus calendar is so that all teachers regardless of their content area promote reading/language arts proficiency.

Action Step 1 **5**

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

Person Responsible

Daisy Bush

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Carolyn Francis

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Talia Cotton

Schedule

Monthly, from 8/11/2014 to 5/29/2015


Evidence of Completion

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

G1.B2 Limited access to technology 2

 B139577

G1.B2.S1 A school-wide computer schedule lab schedule will be developed. 4

 S151977

Strategy Rationale

Teachers will be given an opportunity to take their classes to the computer lab at least once a week to provide the students with online practice.

Action Step 1 5

All core teachers will be given an opportunity to take their classes to the computer lab at least once per week.

Person Responsible

Daisy Bush

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Lab Schedule, Computer Reports, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will provide opportunities for students to have time in computer lab for online practice in the content area.

Person Responsible

Daisy Bush

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Computer Lab Schedule, Lesson Plans, Computer Reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lab schedule will be monitored to ensure that schedule is being adhered to, and computer reports are generated.

Person Responsible

Daisy Bush

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Computer Lab Reports, Lab Scheduled, Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student's performance will increase in the area of the use of technology.

Person Responsible

Daisy Bush


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Computer Lab Reports, Walk-through Reports

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task. 2

 B139578

G1.B3.S1 Due to the vast amount of testing throughout the year teachers time on task for instructional delivery is negatively impacted. 4

 S151980

Strategy Rationale

Student's performance suffers due to being pulled out of their classes to take assessments.

Action Step 1 5

Collaboration among stakeholders to develop a plan to minimize the amount of assessments given.

Person Responsible

Pamela Jones

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Testing Schedule, and Minutes from meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Their will be on-going collaboration with all stakeholders to plan when assessments are given.

Person Responsible

Pamela Jones

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Testing schedule, activity calendar, minutes from department meetings

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

An assessment schedule will be generated for the school and adjusted as needed to ensure that their are no conflicts with testing.

Person Responsible

Pamela Jones


Schedule

Monthly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Assessment schedule, school monthly calendar, district assessment calendar

G1.B4 Teacher buy-in 2

 B139579

G1.B4.S1 All teachers will be responsible for completing follow-up activities from professional development activities. 4

 S151981

Strategy Rationale

If teachers are using best practices in their instructional delivery then student achievement will increase.

Action Step 1 5

Teachers will be monitored for the use of strategies which the school has adopted.

Person Responsible

Carolyn Francis

Schedule

Weekly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Classroom walk-through, lesson plans, agendas, student performance data, teacher conferances

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teacher's follow-up activities will be documented using PAEC/ePDC Professional Development Portal.

Person Responsible

Carolyn Francis

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Reports from PAEC/ePDC Portal, Strategies incorporated in lesson plans, Classroom Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Ongoing support and professional development as needed will be provided.

Person Responsible

Carolyn Francis

Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Sign-in Sheets, Walk-throughs, Lesson Plans, Minutes from Department Meetings

G1.B5 Large number of new and beginning teachers **2**

 B139580

G1.B5.S1 Due to the large amount of teachers new to the school they have varying levels of experience in instructional delivery. **4**

 S151982

Strategy Rationale

The teacher turn over rate is steadily increasing.

Action Step 1 **5**

A school-wide support system will need to be establish to support new and beginning teachers.

Person Responsible

Melvin Roberts

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheet, Minutes from meeting, Teacher Portfolio

G2. If a rigorous curriculum is implemented, then by the end of 2014-15, at least 60% of all high school students will graduate with their cohort, college and career ready. 1

G048234

G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies. 2

B120232

G2.B1.S1 Create rigorous and relevant questions, using Webb's depth of knowledge, before each lesson / focus / that will be answered during the teaching of said lesson. 4

S132051

Strategy Rationale

There is a need to give students an opportunity to respond to higher order thinking questions.

Action Step 1 5

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

Person Responsible

Daisy Bush

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common board with essential and focus questions in all classrooms.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk-throughs, lesson studies, peer monitoring

Person Responsible

Melvin Roberts

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Carolyn Francis


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

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

G2.B2 The use of knowledge gained from professional development is not being used with fidelity. 2

 B139581

G2.B2.S1 All professional development training will have follow up activities. 4

 S151984

Strategy Rationale

In an effort to monitor the use of strategies gained from professional development follow up activities will be required.

Action Step 1 5

Follow-up activities from professional development activities.

Person Responsible

Carolyn Francis


Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion


Walk-throughs, Lesson Plans, observations, minutes from department meetings

G2.B3 Low performing, unmotivated students **2**

 B139582

G2.B3.S1 Student performance is negatively impacted due to a lack of interest and intrinsic motivation.

4

 S151985

Strategy Rationale

A lack of student engagement.

Action Step 1 **5**

Assignments will be rigorous and engaging.

Person Responsible

Lamar Kirkland

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student referrals, observations, and attendance

G2.B4 Community partnerships **2**

 B139583

G2.B4.S1 Community is not fully utilized in support of student performance. **4**

 S151987

Strategy Rationale

The partnership between school and community will improve.

Action Step 1 **5**

School and community involvement will increase.

Person Responsible

Melvin Roberts

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Club agendas, SACS minutes and roster, sign-in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School-wide literacy calendar will be followed with specific strategy supports presented at literacy data meetings; teachers will participate in school-wide initiative to help focus attention on the set of skills being tested.	Bush, Daisy	8/11/2014	Sign-in sheets from monthly literacy data meetings, Literacy Calendar, lesson plans, along with classroom walkthroughs.	5/29/2015 monthly
G2.B1.S1.A1	Teachers will create a focus question for each unit that are supported by essential questions. The essential questions will build a greater understanding of the focus question.	Bush, Daisy	8/18/2014	Common board with essential and focus questions in all classrooms.	5/29/2015 weekly
G1.B2.S1.A1	All core teachers will be given an opportunity to take their classes to the computer lab at lease once per week.	Bush, Daisy	9/8/2014	Lab Schedule, Computer Reports, Sign-in Sheets	5/22/2015 weekly
G1.B3.S1.A1	Collaboration among stakeholders to develop a plan to minimize the amount of assessments given.	Jones, Pamela	9/30/2014	Lesson Plans, Testing Schedule, and Minutes from meetings	5/29/2015 monthly
G1.B4.S1.A1	Teachers will be monitored for the use of strategies which the school has adopted.	Francis, Carolyn	9/22/2014	Classroom walk-through, lesson plans, agendas, student performance data, teacher conferances	5/22/2015 weekly
G1.B5.S1.A1	A school-wide support system will need to be establish to support new and beginning teachers.	Roberts, Melvin	8/11/2014	Sign-in Sheet, Minutes from meeting, Teacher Portfolio	5/29/2015 weekly
G2.B2.S1.A1	Follow-up activities from professional development activities.	Francis, Carolyn	8/11/2014	Walk-throughs, Lesson Plans, observations, minutes from department meetngs	5/29/2015 weekly
G2.B3.S1.A1	Assignments will be rigorous and engaging.	Kirkland, Lamar	8/18/2014	Lesson plans, student referrals, observations, and attendance	5/29/2015 daily
G2.B4.S1.A1	School and community involvement will increase.	Roberts, Melvin	8/11/2014	Club agendas, SACS minutes and roster, sign-in sheets	5/29/2015 weekly
G1.MA1	Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Coaches log will be utilized as well.	Bush, Daisy	8/20/2014	If said strategy is effective then student data on assessments will have a positive slope. If strategy is ineffective then student data on assessments will have a negative slope or no slope. The evidence collection will consist of coaches logs, professional development agendas, and lesson plans.	5/29/2015 weekly
G1.MA2	Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Classroom walk-throughs. Utilize baseline, mid-year, and end of the year district assessments	Jones, Pamela	8/20/2014	If said strategy is effective then student data on assessments will have a positive slope. If strategy is ineffective then student data on assessments will have a negative slope or no slope.	5/29/2015 biweekly
G1.MA3	Utilize pre-post assessments and comparative data analysis to measure the increases and decreases of strategy effectiveness. Classroom walk-throughs. Utilize baseline, mid-year, and end of the year district assessments	Roberts, Melvin	8/20/2014	If said strategy is effective then student data on assessments will have a positive slope. If strategy is ineffective then student data on assessments will have a negative slope or no slope.	5/29/2015 biweekly
G1.B1.S1.MA1	Data and focus meetings will be used to analyze the outcomes of assessments. Based on assessments scores create interventions for skills that improvement.	Cotton, Talia	8/11/2014	Students' scores on assessments will increase across all disciplines. Amount of interventions needed for mastery of skills will decrease.	5/29/2015 monthly
G1.B1.S1.MA1	Lesson plans reviewed and compared to literacy focus calendar, frequent classroom walk-throughs; benchmarks and focus calendar assessments given	Francis, Carolyn	8/11/2014	Dated and initialed Literacy Focus Calendar, Lesson plans matching focus calendar, commonality of standards based instruction in classrooms.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	at specific times on specific skills. Teachers will also initial and date the literacy focus calendar as documentation of fidelity.				
G1.B2.S1.MA1	Student's performance will increase in the area of the use of technology.	Bush, Daisy	8/25/2014	Computer Lab Reports, Walk-through Reports	5/29/2015 weekly
G1.B2.S1.MA1	Teachers will provide opportunities for students to have time in computer lab for online practice in the content area.	Bush, Daisy	8/25/2014	Computer Lab Schedule, Lesson Plans, Computer Reports	5/29/2015 weekly
G1.B2.S1.MA3	Lab schedule will be monitored to ensure that schedule is being adhered to, and computer reports are generated.	Bush, Daisy	8/25/2014	Computer Lab Reports, Lab Scheduled, Walk-throughs	5/29/2015 weekly
G1.B3.S1.MA1	An assessment schedule will be generated for the school and adjusted as needed to ensure that there are no conflicts with testing.	Jones, Pamela	8/25/2014	Assessment schedule, school monthly calendar, district assessment calendar	5/29/2015 monthly
G1.B3.S1.MA1	There will be on-going collaboration with all stakeholders to plan when assessments are given.	Jones, Pamela	8/25/2014	Testing schedule, activity calendar, minutes from department meetings	5/29/2015 monthly
G1.B4.S1.MA1	Ongoing support and professional development as needed will be provided.	Francis, Carolyn	8/25/2014	Sign-in Sheets, Walk-throughs, Lesson Plans, Minutes from Department Meetings	5/29/2015 weekly
G1.B4.S1.MA1	Teacher's follow-up activities will be documented using PAEC/ePDC Professional Development Portal.	Francis, Carolyn	8/25/2014	Reports from PAEC/ePDC Portal, Strategies incorporated in lesson plans, Classroom Walk-throughs	5/29/2015 monthly
G2.MA1	Data from walk-throughs will be used to calculate the percent of classrooms that are actively using focus and essential questions. The percentages of classrooms using essential and focus questions will be used to determine the progress toward meeting the goal.	Kirkland, Lamar	8/20/2014	One-hundred percent of classrooms observed are actively using essential and focus questions.	5/29/2015 biweekly
G2.MA2	Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge	Francis, Carolyn	8/20/2014	One-hundred percent of lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge	5/29/2015 biweekly
G2.MA3	Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.	Roberts, Melvin	8/20/2014	One-hundred percent of formal observations, walk-throughs, and lesson plans will be monitored for use of Webb's Depth of Knowledge	5/29/2015 biweekly
G2.B1.S1.MA1	Tally of classrooms implementing the common board configuration included essential and focus questions.	Francis, Carolyn	8/25/2014	Student performance on school, district and state assessments will increase.	5/29/2015 weekly
G2.B1.S1.MA1	Classroom walk-throughs, lesson studies, peer monitoring	Roberts, Melvin	8/25/2014	Feedback forms, common boards in all classrooms, lesson plans reflecting essential questions, along with unit plans reflecting focus questions.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If all teachers implement effective teaching instruction aligned to the Florida Standards, inclusive of the Comprehension Instructional Sequence (CIS) Model, then by the end of 2014-15 all students will meet or exceed at least 60% of state expectations set by the new state assessment (FSA).

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

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

PD Opportunity 1

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

Facilitator

Daisy Bush

Participants

All Teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G1.B2 Limited access to technology

G1.B2.S1 A school-wide computer schedule lab schedule will be developed.

PD Opportunity 1

All core teachers will be given an opportunity to take their classes to the computer lab at least once per week.

Facilitator

Daisy Bush

Participants

All core teachers

Schedule

Weekly, from 9/8/2014 to 5/22/2015

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task.

G1.B3.S1 Due to the vast amount of testing throughout the year teachers time on task for instructional delivery is negatively impacted.

PD Opportunity 1

Collaboration among stakeholders to develop a plan to minimize the amount of assessments given.

Facilitator

Pamela Jones

Participants

Leadership Team, District Representative, Administrators, Reading Coach

Schedule

Monthly, from 9/30/2014 to 5/29/2015

G1.B4 Teacher buy-in

G1.B4.S1 All teachers will be responsible for completing follow-up activities from professional development activities.

PD Opportunity 1

Teachers will be monitored for the use of strategies which the school has adopted.

Facilitator

Daisy Bush, Carolyn Francis, Melvin Roberts, Department Chairs

Participants

All teachers

Schedule

Weekly, from 9/22/2014 to 5/22/2015

G1.B5 Large number of new and beginning teachers

G1.B5.S1 Due to the large amount of teachers new to the school they have varying levels of experience in instructional delivery.

PD Opportunity 1

A school-wide support system will need to be establish to support new and beginning teachers.

Facilitator

Carolyn Francis, Melvin Roberts, Daisy Bush

Participants

New and Beginning Teachers

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G2. If a rigorous curriculum is implemented, then by the end of 2014-15, at least 60% of all high school students will graduate with their cohort, college and career ready.

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

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

PD Opportunity 1

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

Facilitator

Daisy Bush

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2.B2 The use of knowledge gained from professional development is not being used with fidelity.

G2.B2.S1 All professional development training will have follow up activities.

PD Opportunity 1

Follow-up activities from professional development activities.

Facilitator

Carolyn Francis

Participants

All teachers

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G2.B3 Low performing, unmotivated students

G2.B3.S1 Student performance is negatively impacted due to a lack of interest and intrinsic motivation.

PD Opportunity 1

Assignments will be rigorous and engaging.

Facilitator

Lamar Kirkland, Daisy Bush, Department Chairperson, Carolyn Francis

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 5/29/2015

G2.B4 Community partnerships

G2.B4.S1 Community is not fully utilized in support of student performance.

PD Opportunity 1

School and community involvement will increase.

Facilitator

Carolyn Francis, Melvin Roberts

Participants

Community stakeholders

Schedule

Weekly, from 8/11/2014 to 5/29/2015