

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

November 18, 2014

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. October 28, 2014, 4:30 p.m. – School Board Workshop
- b. October 28, 2014, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #3**

- a. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.

7. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #17-1415-0211

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #18-1415-0211

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material
Case #22-1415-9106
ACTION REQUESTED: The Superintendent recommends approval.
 - d. Student Expulsion – See back-up material
Case #23-1415-0071
ACTION REQUESTED: The Superintendent recommends approval.
8. SCHOOL FACILITY/PROPERTY
- a. Havana Middle School Gymnasium – **SEE PAGE #5**
Fund Source: 340
Amount: \$19,102.00 (additional amount)
ACTION REQUESTED: The Superintendent recommends approval.
9. EDUCATIONAL ISSUES
- a. Approval of School Improvement Plans – **SEE PAGE #10**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
10. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS
- a. Request to Advertise – Notice of Intent to Amend Policy 5410 (Student Progression Plan) – **SEE PAGE #312**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 12. SCHOOL BOARD REQUESTS AND CONCERNS
- 13. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
www.gcps.k12.fl.us

November 18, 2014

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2014-2015

The following reflects the total number of full-time employees in this school district for the 2014-2015 school term, as of November 18, 2014.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees November 2014</u>
Classroom Teachers and Other Certified	120 & 130	430.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	<u>393.00</u>
		873.00

Sincerely,

Reginald C. James
Superintendent of Schools

Audrey D. Lewis
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Judge B. Helms, Jr.
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Roger P. Milton
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Allen, Jasmine	EGHS	Teacher	11/02/2014
Halderman, Michelle	GWM	Teacher	11/06/2014
Williams, Courtney	HES	Teacher	10/28/2014

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Price, Amelia	GTI/Nursing Instructor	10/31/2014	12/31/2014

TERMINATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
NI, Da Qun	EGHS	Teacher	10/31/2014

Substitutes

Teacher

Garrett, Gerald

SFS

Bush, Nakendra
Williams, Tamia

Rubrite

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

Date of School Board Meeting: 11/18/14

TITLE OF AGENDA ITEM: Havana Middle School Gymnasium

DIVISION:

(Example: Secondary Education, Property Records, etc.)

This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and double space)

For Board approval of additional funding for Installation of five (5) HVAC units for Havana Middle School gymnasium.

(See Attached)

FUND SOURCE: 340

AMOUNT: \$19,102.00 (additional amount)

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.



Wayne Shepard <shepardw@gcpsmail.com>

FW: Havana MS GYM

4 messages

Wesley Merritt <WMerritt@bensonsvac.com>
To: Wayne Shepard <shepardw@gcpsmail.com>
Cc: George Hendon <Ghendon@bensonsvac.com>

Fri, Nov 7, 2014 at 1:19 PM

Wayne,

See attached proposal. The original po to Trane was for \$ 13,750.00 and needs to be cancelled as the total tonnage of the equipment was incorrect (12.5 total) and would never heat and cool the Gym.

The new quote from Trane is for \$32,852.00 which is \$19,102.00 additional and has the total tonnage of (40 total) Trane apologizes for the mix up when reading the existing model and serial numbers and have agreed to restock the incorrect units at no charge and have given us a discount on the on the replacement units. I confirmed this by dividing the cost per ton per the following:

Original quote \$13,750.00 divided by 12.5 total tons = \$ 1,100.00 per ton

New quote \$ 32,852.00 divided by 40 total tons = \$ 821.30 per ton

I also apologize for not catching there mistake earlier however I am thankful we didn't get the new units installed to find out next summer we had an issue with them not being able to cool the gym after Trane had been paid , we would have never gotten them straighten out.

If you want to still proceed just right another po to Trane and we will get them on order.

Give me a call if you want to discuss 528-2370

Thanks

Wesley



Wesley Merritt

Vice-President

Ph: 850-562-3132

<https://mail.google.com/mail/u/0/?ui=2&ik=873570dbbc&view=pt&search=sent&th=149...> 11/10/2014

Fx: 850-562-6546

From: Gallagher, Patrick [mailto:Patrick.Gallagher@trane.com]
Sent: Thursday, November 06, 2014 9:18 AM
To: Wesley Merritt
Subject: Havana MS GYM

Wesley,

Please see attached revised proposal for the Havana gym. The (5) existing units were 8 tons. I worked this quote up with (4) 7.5 ton units and (1) 10 ton unit to give us the same total tonnage in the gym. Give me a call with any questions.

Sincerely,

Patrick M Gallagher

Systems Sales Engineer

North Florida Trane

Office: 904-596-4129

Mobile: 904-327-5119

 Description: Description:
Description:
<http://brandcenter.ingersollrand.com/sites/brands/SiteCollectionI>

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 **Havana MS Gym WSHP P2 11-6-14 PMG.pdf**
176K

Wayne Shepard <shepardw@gcpsmail.com>

Fri, Nov 7, 2014 at 3:37 PM

To: Kimberly Ferree <ferreek@gcpsmail.com>

Cc: Barbara Smith <smithbarbara@gcpsmail.com>, Angela Roberts <robertsa@gcpsmail.com>

<https://mail.google.com/mail/u/0/?ui=2&ik=873570dbbc&view=pt&search=sent&th=149...> 11/10/2014

MRS. Ferree

Please see the email to me from Benson Heating and Air. I had talked to Wesley earlier in the week when he caught the mistake. I sent you an email on it not to pay the invoice.

This shows the new cost.

I will need to redo the P.O. and get it sent to Trane ASAP. This will use up about \$20,000.00 more dollars out of PECO.

We will probably need to inform the board at the next workshop.

Let me know whether to proceed or not so I can get the order started. It will take about 4 weeks to get them.

[Quoted text hidden]

 **Havana MS Gym WSHP P2 11-6-14 PMG.pdf**
176K

Kimberly Ferree <ferreek@gcpsmail.com>
To: Wayne Shepard <shepardw@gcpsmail.com>
Cc: Shirley Alday <aldays@gcpsmail.com>, Laurie Hall <halll@gcpsmail.com>

Sun, Nov 9, 2014 at 2:16 PM

Hi Wayne,

Yes please proceed. We have enough in our PECO funding left for this districtwide repairs and renovations. I have cc in Shirley in purchasing and Laurie in AP to keep them information. Shirley can redo the PO on Monday. Please add to your Board agenda items for the November 18th meeting.

Shirley will code the original amount as it was and the rest for the PECO funding source. Laurie will wait to pay the new invoice.

[Quoted text hidden]

--

Kimberly S. Ferree, CPA
Assistant Superintendent for Business and Finance
Phone (850) 627-9651 Ext. 1222

Wayne Shepard <shepardw@gcpsmail.com>
To: Barbara Smith <smithbarbara@gcpsmail.com>

Mon, Nov 10, 2014 at 8:56 AM

----- Forwarded message -----

From: **Kimberly Ferree** <ferreek@gcpsmail.com>
Date: Sun, Nov 9, 2014 at 2:16 PM
Subject: Re: FW: Havana MS GYM
To: Wayne Shepard <shepardw@gcpsmail.com>

[Quoted text hidden]



Proposal

(Valid for 30 days from Proposal date)

Prepared For:

All Bidders

Job Name:

Havana MS Gym WSHP

Delivery Terms:

Freight Allowed and Prepaid - F.O.B. Factory

Date: November 06, 2014

Proposal Number: H2-58727-2

Payment Terms:

Net 30 Days

Trane U.S. Inc. is pleased to provide the following proposal for your review and approval.

Tag Data - Water-Source Comfort Systems (Qty: 5)

Item	Tag(s)	Qty	Description	Model Number
A1	GEHV-1, GEHV-2, GEHV-3, GEHV-4	4	Standard Efficiency WSHP	GEVE0904-*0--TBD
A2	GEHV-5	1	Standard Efficiency WSHP	GEVE1204-*0--TBD

Product Data - Water-Source Comfort Systems

All Units

- Standard efficiency vertical
- Development - R-410A
- 460 volt/60 hertz/3 phase power supply
- Insulated Copper EX/suct lines
- Heating and cooling refrigerant circuit
- 35 deg freeze protection
- Top supply air arrangement
- Back return air arrangement
- Deluxe 24v controls
- Condensate overflow sensor
- Enhanced sound attenuation package
- Standard piping configuration
- 1" throwaway filter
- Standard design
- 3/4 " clear vinyl condensate drain hose (Fld)
- Wall Mount, Programmable 3H/2C (Fld)

Item: A1 Qty: 4 Tag(s): GEHV-1, GEHV-2, GEHV-3, GEHV-4

7 1/2 ton nominal size

Item: A2 Qty: 1 Tag(s): GEHV-5

10 ton nominal size

Exclusions: Installation, Testing or Balancing, Control or Power Wiring, BAS Interface, Disconnect Switch, Spare Parts, Factory Start-up, Owner Training, Hose Kits, Secondary Drain Pan, Hangers, External Isolation, Smoke Detectors, Water regulating valve, Anything not listed above

Total Net Price (Excluding Sales Tax)\$ 32,852

J:\JOBS\41\58727\2\Havana MS Gym WSHP P2 11-6-14 PMG.doc



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Chattahoochee Elementary School
335 MAPLE ST
Chattahoochee, FL 32324
850-662-2080
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to build a solid foundation for continuous academic success as we prepare students for middle school and beyond.

Provide the school's vision statement

Our vision is to offer a quality educational program where students will be able to move forward in their lives with the necessary skills to be successful and to promote education for others.

School Environment

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

Chattahoochee Elementary School (CES) school climate survey and home language survey will provide insight of our students' cultural needs. Teachers will make contact with parents at least twice a month through a variety of communication. Positive relationships will be established between the continued support of faculty and parents.

Our Parent expos communicate our mission and values and keep families abreast of the new Florida standards and their child's academic progress.

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

CES has a system in place for before and after school arrival with supervision at all times. The school has safety procedures in place and drills are performed on a monthly basis. Having students in uniform helps keep us alert of intruders on campus and makes us alert of our surroundings.

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

CES behavioral system is used in all classrooms. All classroom teachers follow a system of five points given daily. The area of points awarded are: attendance, on task behavior, participation in class, homework and school uniform. The points are added for a weekly total and students are rewarded every nine weeks and with mid nine weeks rewards. The rewards range from a field day to an amusement park fieldtrip.

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

At CES a guidance counselor is available to all students for counseling. The guidance counselor meets with teacher to discuss ways to help alleviate situations that may arise in the classroom. This year we have implemented the 2X10 strategy to help with the counseling and mentoring of students. Also, we have additional help from outside resources such as social workers and counselors that provide one on one counseling.

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

CES early warning system indicators are attendance of students who miss three or more days and one or more suspensions from school. Students who miss three or more days from school and/or who have one or more suspension miss quality instruction when they are not in class.

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	Students
Attendance below 90 percent	K	8
Attendance below 90 percent	1	6
Attendance below 90 percent	2	4
Attendance below 90 percent	3	3
Attendance below 90 percent	4	5
Attendance below 90 percent	5	3
	Total	29
One or more suspensions	3	5
One or more suspensions	4	4
	Total	9
	Total	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	3	5
Students exhibiting two or more indicators	4	4
	Total	9

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

In order to support attendance a letter is sent via certified mail to parents explaining school board policy and procedures when students miss days from school. Also, the counselor follows up with a phone call. The school offers free breakfast, lunch and snack. We have the fresh fruit and vegetable program where students receive a snack daily. To help support behavior and minimize suspension we have adopted the Positive Behavior Support (PBS) as a school-wide behavior program. Also, we implemented the 2X10 strategy to help with behaviors.

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

<https://www.floridacims.org/documents/56356>

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 school works closely with the school district Parent Services and local partners in the community to secure and utilize resources to support the school and student achievement. our partners include, but are not limit to: local churches, WBs Sport Bar & Grill, Pizza Hut, Focus Credit Union, Florida State Hospital, Women Club, Rotary Club and families of students.

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	Email
Denson, Valencia	Principal	densonv@gcpsmail.com
Rumph, Tameka	Guidance Counselor	rumpht@gcpsmail.com
Nelson, Rena	Instructional Coach	nelsonr@gcpsmail.com
Sanger, Corelia	Teacher, ESE	sangerc@gcpsmail.com

Duties

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

- ESE Resource Teacher: to conduct intensive interventions with students of any age for any academic area, to organize meeting times and Rtl schedules, to provide 7 day advance notice for any parent conference or Rtl meetings, to record anecdotal and observational data, to give simple assessments to monitor students' progress throughout the duration of the interventions, to brainstorm and come up with creative solutions for Rtl interventions, to assist teachers with applying effective intervention strategies in class, graph results of intervention using grades and other collected data.
- Guidance Counselor: to assist with planning Rtl meetings, to complete referrals for various agencies for students who need intensive behavior management or other counseling needs, to conduct behavioral interventions for students with behavioral concerns, to complete classroom observations, and to help file all student paperwork.
- Behavior Specialist: to conduct behavioral interventions when necessary, to document any and all behavioral episodes, to strategize with the team in order to come up with inventive ways to motivate children to display positive behavior, to write functional behavior assessments and conduct behavioral intervention plans when necessary, and to monitor the progress of students compliance to

rules or said interventions in class, to work closely with the guidance counselor to complete referral forms for various psychological agencies.

- Academic Coaches: to organize, interpret, and graph all school data, to brainstorm with the team and model how to conduct intensive interventions that meet common core state standards, to pull small groups or individual students during appropriate times of day to conduct interventions for math, reading, or science, to work closely with teachers making sure that they are conducting in-class interventions appropriately as outlined in the curriculum.
- Speech and language Pathologist: to complete speech and language testing for students who have completed an Rtl intervention and are moving into psychological testing to possibly be staffed for the ESE program, to brainstorm with the team and offer ideas for activities to conduct during interventions for students who seem to have speech or language issues.
- School Psychologist: to assist in determining if a student needs to be recommended for psychological testing and to conduct said tests within 60 days of having a consent for testing form completed by the parent, to give tips or advice on how to better deliver an intervention whether academic or behavioral.
- Classroom Teacher: To conduct outlined interventions with fidelity following the curriculum, to document behaviors, to complete and enter all student grades so data may be reviewed, and to brainstorm with the team on how to accurately target students and identify in which areas students need assistance, to fill out all referral forms with the Rtl team.

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

- In order to implement and monitor the MTSS system, any teacher or staff member that observes a need for an academic or behavioral intervention must first review individual student grades in conjunction with reading, math and science data as it compares to the average of the class. If there appears to be a significant problem or one student seems to be scoring or functioning below the rest of the class the teacher must fill out a student referral form to the MTSS/RTI team. The team includes the ESE resource teacher, guidance counselor, principal, behavior specialist, school psychologist, Math coach, reading coach, science coach and at times a Speech Language Pathologist as well as classroom teacher and parents. At this point in time the parents are notified given a 7 day advance notice of a meeting time for their child. At the meeting the parents assist the team in completing a "Problem Solving/Rtl Worksheet" which requires detailed responses to problem identification, current levels of performance, peer levels of performance, Gap analysis between benchmarks and students, and benchmarks and peers. As well as including information about replacement behaviors or target skills offered, at what tier this issue will be addressed and with what information we will come to a decision about what needs to be done now as well as in the future. The following sheet that we complete for each student after the "Problem Solving/Rtl worksheet" is the "Problem Analysis worksheet". The team talks together and based on available data gathered, interviews, observations, and testing to create hypothesis statements on possible reasons for students that are struggling. Our final worksheet we use in our process is the "Comprehensive Intervention Implementation". This worksheet is to compile exact information as to what will be done, when and where the intervention will occur, and who will conduct the intervention as well as deciding how information will be shared or monitored between team members in order to collect data frequently and decide if our plans are effective and meeting the needs of the individual students.
- In regards to the SIP structures for our school that address the effectiveness of core instruction, resource allocation (funding and staffing) teacher support systems, and small group and individual student needs we have many options. Our SIP is a flexible plan that allows room for adjustments' or amendments' to be made as necessary based again on student data and individual needs. For example, in the year 2012-2013 Chattahoochee Elementary percentages for reading were not as high as we liked, so we made sure this year to include some extra time in our schedule for the ESE resource teacher, math, reading, and science coaches to provide structured intervention periods to tutor children in small groups or individually based on recorded data and student performance. Our

coaches are responsible for addressing the effectiveness of core instruction by either modeling or co-teaching with various classroom teachers to help them adjust to the new Journey's Common Core Reading Curriculum and make sure that they are able to deliver the lessons in a precise and efficient manner. We provide supports for teachers by conducting grade group meetings weekly to discuss student progression, class data, and individual students' performances and responses to various interventions. Resource allocation is handled by our principal. The coaches supply many supplemental reading or math materials for teachers to conduct interventions. We have also created a sort of "menu" that outlines optional supplemental curriculum used at Chattahoochee elementary for both reading and math that gives a detailed outline of programs offered, which areas they target, the frequency and intensity with which they must be delivered, as well as tools to use for recording data and student progression.

Chattahoochee Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Chattahoochee Elementary coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Chattahoochee Elementary coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming

from the alternative center as requested and/or necessary.

Chattahoochee Elementary has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

School improvement dollars are used in conjunction with Title II and Title I dollars to provide additional instructional coaches, behavior specialists, and other educational paraprofessionals to meet the additional goals of the school improvement grant. The program is closely coordinated with Title I so that there is no fragmentation of programs and no duplication of funding. Funding supports increased Response to Intervention, Positive Behavior Support, increased family participation, early warning systems, and performance incentives.

The AmeriCorps Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorps Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Valencia Denson	Principal
Tameika carter	Parent
Crystal Oliver	Parent
Linda Henley	Parent
Patricia Harris	Parent
Arlena Chambers	Parent
Isidora Mendoza	Parent
Shirley Kennedy	Parent
Steven Elder	Parent
Cheryl Jackson	Parent
Patricia Burns	Teacher
Diane White	Teacher
Patricia Gatlin	Teacher
Vira Wynn	Parent
Greg Downing	Business/Community
Gail Pollock	Parent
	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

During our first meeting, we will review last year SIP for revised goals and effectiveness in conjunction with 2014 FCAT results.

Development of this school improvement plan

The School Advisory Council (SAC) will meet four times a year to help develop, approve and monitor the school improvement plan and school's budget.

Preparation of the school's annual budget and plan

The school budget will be shared and SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

The main use of funds his year is to have parent workshop that are geared to inform and teach the new Common Core Sunshine State Standards. The SAC members have allocated \$500 to this initiative.

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	Email
Denson, Valencia	Principal	densonv@gcpsmail.com
Nelson, Rena	Instructional Coach	nelsonr@gcpsmail.com
Rumph, Tameka	Guidance Counselor	rumpht@gcpsmail.com
Sanger, Corelia	Teacher, ESE	sangerc@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

To increase the number of proficient readers.

To interpret data effectively in order to make teaching decisions.

To enhance students' ability to become critical thinkers and independent readers.

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

CES uses variety of strategies to encourage a positive working relationship between teachers and staff. We also hold weekly data meetings in order to aggregate data and continue the collaboration process. New staff members are paired with veteran teachers for support. We have establish a Beginning Teacher program for all newly hired personnel.

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

The principal completes a district form (Request to Advertise Form). The position is advertised on the district website for seven days. Upon the seventh day, the principal review he applicants application and schedule an interview. The principal only schedule interviews with in-field highly qualified applicants. A team that consist of the principal and coaches conduct the interview using the district developed interview question form. Once, all of the interviews have been completed, reference checks are done. The principal makes his/her final decision and the recommendation form is sent to the district personnel office.

Gadsden County Schools holds an annual Teacher Recruitment Day every summer. Local colleges and radio advertisemnt are ways he information gets out to the public.

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

Mentee teachers are paired with veteran teachers for support through conferencing, review of weekly lesson plans/benchmarks, and modeling of effective strategies. The mentor will also have the opportunity to observe the mentee teaching strategies, provide feedback and coaching. Also, mentee will observe veteran teachers classroom at the school and around the district.

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

CES ensures its core instructional programs and materials are aligned to Florida Standards during weekly common planning times. During these times the team discuss specific standards and ways to provide students rigorous instruction. The school also incorporate project-based learning at the end of each unit in Journeys Reading Program.

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

CES uses data to drive instruction in all classes. The district provide baseline testing during the first week of school in subjects reading, writing, math and science. The data from these tests are used to provide differentiated instruction based on specific needs. Teachers will give a pretest and post-test to track students growth on standard-based learning targets. In addition, a unit test will be given at the end of each unit. Small group instruction will be provided in reading and math. Teachers will continue to use the Florida Continuous Improvement Model (FCIM) to evaluate instruction and provide tutorial and/or enrichment.

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 type: Before School Program

Minutes added to school year: 3,600

Strategy Purpose(s)

- Enrichment

Strategy Description

Reading Florida Standards are taught explicitly. Teacher use a variety of instructional tools to teach each standard. Some ways are through modeling best practices, such as peer teaching, videos, graphic organizer, and powerpoint presentation.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Person(s) responsible for monitoring implementation of the strategy

Nelson, Rena, nelsonr@gcpsmail.com

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

There is no data collected from this strategy. Teachers work with students based on needs or provide enrichment.

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

The Pre-K Program offers students a developmentally appropriate learning environment that will prepare student for Kindergarten. Pre-K teachers conducted home visits of all students entering the Pre-K program prior to the start of school. DLM Pre-K curriculum is used to help students enhance their literacy skills.

Each year the Pre-K teacher and kindergarten teacher collaborates to help with transition. This collaboration includes vertical articulation and common planning time. To improve instructional strategies the pre-k teachers participate in professional development opportunities.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.
- G2.** Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.

Goals Detail

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.

Quick Keys: Goal: G054617

Targets Supported

Indicator	Annual Target
% effective teachers	100.0

Resources Available to Support the Goal

- *Instructional Coach
- *Florida Standards Website
- www.fsassessments.org

Targeted Barriers to Achieving the Goal

- Lack of consistency in the planning and delivery of instruction.
-

<i>Plan to Monitor Progress Toward the Goal</i>	
The team will continue to monitor data analysis forms and district assessment data.	
Person Responsible	Valencia Denson
Schedule	Biweekly, from 8/25/2014 to 5/25/2015
Evidence of Completion	Data chats with teachers and students

G2. Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.

Quick Keys: Goal: G054618

Targets Supported

Indicator	Annual Target
Students with attendance below 90 percent (total)	10.0

Resources Available to Support the Goal

- School Counselor
- Daily Attendance Roster
- Code of Conduct
- Skyward

Targeted Barriers to Achieving the Goal

- The percentage of students who missed three or more days of the 2013-2014 school year.

<i>Plan to Monitor Progress Toward the Goal</i>	
Daily attendance roster, counselor log, Skyward, PBS Data	
Person Responsible	Tameka Rumph
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Skyward and Counselor logs

School Action Plan for Improvement

Problem Solving Key

G = Goal B = Barrier S = Strategy

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.

G1.B1 Lack of consistency in the planning and delivery of instruction.

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards.

Quick Keys: Goal: G054617, Barrier: B137663, Strategy: S150314

Strategy Rationale

Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.

<i>Action Step 1</i>	
Provide weekly facilitated planning PLCs	
<i>Person Responsible</i>	Valencia Denson
<i>Schedule</i>	Weekly, from 8/25/2014 to 5/29/2015
<i>Evidence of Completion</i>	Walkthroughs, Lesson Plans, Data Analysis Form

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S1</i>	
Posted Lesson Plans, Submitted Data Analysis Form	
<i>Person Responsible</i>	Valencia Denson
<i>Schedule</i>	Weekly, from 8/25/2014 to 5/25/2015
<i>Evidence of Completion</i>	Walkthroughs, Lesson Plan, Data Analysis Form

<i>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</i>	
Walkthroughs, Weekly Assessment, Data Analysis Form	
<i>Person Responsible</i>	Rena Nelson
<i>Schedule</i>	Weekly, from 8/25/2014 to 5/25/2015
<i>Evidence of Completion</i>	Weekly Assessments

G2. Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.

G2.B1 The percentage of students who missed three or more days of the 2013-2014 school year.

G2.B1.S1 Conduct conferences for students identified as having three or more absences in order to provide support for parents as needed.

Quick Keys: Goal: G054618, Barrier: B137666, Strategy: S149658

Strategy Rationale

Students who miss school on a regular basis are at risk for potential academic failure.

Action Step 1	
Guidance counselor will conduct a conference with parents of students who miss three or more days.	
Person Responsible	Tameka Rumph
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Attendance in Skyward, Conference Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
The principal will review conference log of parent conferences and the results.	
Person Responsible	Valencia Denson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Counselor notes and logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Attendance in Skyward will be monitored to verify students' effectiveness.	
Person Responsible	Tameka Rumph
Schedule	Biweekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Counselor phone logs, Counselor notes, Attendance in Skyward

Professional Development

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

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.

G1.B1 Lack of consistency in the planning and delivery of instruction.

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards.

PD Opportunity 1

Provide weekly facilitated planning PLCs

Facilitator

Valencia Denson

Participants

Prek-5th Grade Teachers

Schedule

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

Evidence of Completion

Walkthroughs, Lesson Plans, Data Analysis Form

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Crossroad Academy
470 STRONG RD
Quincy, FL 32351
850-875-9626

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Crossroad Academy Charter School is to provide a rigorous educational program that fosters students into the twenty-first century by preparing them academically, socially, and culturally to become competitive and responsible members of society.

Provide the school's vision statement

The vision of Crossroad Academy Charter School is to exist as an innovative educational institution that develops its' entire learning community into positive and productive citizens.

School Environment

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

The school learns about student's cultures and builds relationships with teachers and students through morning meetings, weekly school-wide positive behavior incentives, school wide clubs, and monthly family nights.

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

The school creates an environment where students feel safe and respected before, during and after school through home visits, parent phone calls from teachers, a bully box, morning meetings and individual journaling.

School expectations are taught through out the day in each class. School expectations are modeled during the first 10 days and repeated daily during morning announcements. Signs are posted throughout the school that reinforce our CACS expectations and behavior goals.

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

CACS believes that a safe and orderly school is of great importance.

Proper behavior is recognized and consequences are given for breaking the rules. CACS uses the Crossroad Academy Charter School of BusinessCode of Conduct. In order to ensurer a safe and orderly learning environment, Crossroad Academy Charter School is enforcing stricter standards for its students. Each family is required to take an active ro;e in supporting this plan. Our students must learn to be responsible citizens.

CACS has developed and implements a behavior plan that emphasizes consistency across theboard at the siciplinary level. every student must understand that every inapropriate action has a consequence.

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

CACS provides academic, social, emotional, behaviorial counseling to all students as well as social work services to families.

Student services and guidance personnel provide individual and as needed group counseling to

students who may be grieving, experiencing post traumatic syndrome symptoms due to a tragic incident, bullying, harrassment Aids awareness, and youth related crimes to name a few. As needed, bsd on proper screenings, students and their families are referred to outside agencies for continues assistance, evaluations, support and rehab.

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

Students who fail to progress to Grade 10 on time
 Students in high school with less than a 2.0 average

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	Students
	Total	
One or more suspensions	9	2
One or more suspensions	10	2
	Total	4
Course failure in ELA or Math	6	2
Course failure in ELA or Math	8	3
	Total	5
Level 1 on statewide assessment	6	2
Level 1 on statewide assessment	7	3
Level 1 on statewide assessment	8	2
	Total	7

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	2
Students exhibiting two or more indicators	7	3
Students exhibiting two or more indicators	8	2
Students exhibiting two or more indicators	9	2
Students exhibiting two or more indicators	10	2
	Total	11

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

There are several interventions in place at CACS: Student and Family Counseling, Child Study Teams, School Based Leadership Team, and Behavior Committee. The child study team reviews all attendance with a focus on students who have habitual tardies, absences and attendance problems. The Principal, Guidance Counselor and social worker collaborate to determine next steps for our students who experience difficulty coming to school. The SBLT team looks at both academic and behavior data to determine areas of concern school

wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where required.

All students that scored a level 1 or 2 on state assessments and / or End of Course Exams are enrolled in an intensive math, reading course. these students are required to attend after school tutorial programs. Counselors also provide academic assistance by meeting with students to develop better study skills and obtain strategies in preparation of assessments.

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?

No

PIP Link

A PIP has not been uploaded for this school.

Description

Our goal at Crossroad Academy Charter School is to increase parental involvement at all levels. CACS will continue working with our community and family liaison to establish relationships. we currently work with our faith based partners, and business partners to establish an even better partnership with our community.

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

A fundamental part of the philosophy and operation of Crossroad Academy Charter School continues to be Community Involvement. CACS ensures that parents, teachers and other community members and stakeholders are actively engaged in the design and implementation of CACS.

CACS takes much pride in the fact that we have an open door policy where stakeholders can communicate

directly with school administrators with dicussions to enhance our programs. Through special events, such as Career Day, we are continuously soliciting the participation of our stakeholders to enhance public-relations.

CACS will continue to provide services to ensure students requiring additional remediation are assisted through extended learning opportunities.(before and after school, tutoring, or summer school)

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	Email
Forehand, Kevin	Principal	forehandk@gcpsmail.com
Hickman, Thelma	Instructional Coach	hickmant@gcpsmail.com
Daniels, Erinn	Instructional Technology	danielse@gcpsmail.com
Sanders, Jasmine	Instructional Coach	sandersj@gcpsmail.com
Fisher-Jackson, Julliette	Guidance Counselor	fisherj@gcpsmail.com

Duties

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

Principal - leads the school based leadership team in all efforts to discuss student progress in both academic and behavior, review school wide data to determine effectiveness of the core curriculum, and implement needed changes to maximize student success.

Instructional Coach for ESE- ensures implementation of intervention strategies for students.

Instructional Coach for Assessment - examine and explain data in detail to provide baseline indicators and indicate patterns/trends regarding students.

Technology Coordinator - Advance, redesign and improve usability for parents and students relating to the school website.

Instructional Coach for Guidance -Initiates MTSS meetings, prepares agenda, defines behavior /academic concerns regarding students, and analyze roots of the concerns.

Teachers of student in question - provides data, teacher observation and recommendations for students.

School Psychologist - Conducts examinations, conducts observations and screenings, evaluates the effectiveness of all intervention strategies and provides district support.

The school-based leadership team members work closely with teachers and students to identify students that struggle academically or behaviorally. The team meets to develop interventions to assist those students in order to ensure their success. The team also works closely with the district ESE departments to develop a plan which is effective for the student needs. The school based leadership team is also responsible for facilitating grade level professional learning communities as they plan instruction. The team will meet monthly in order to keep the lines of communication open between administration and staff. Data from FCAT, FAIR, classroom reports, teacher observations and parental input are all used to determine the type, frequency, and durations of all recommended interventions. The team will meet to discuss data, student's academic performance, and identify needs of students.

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

There are three Tiers in the RTI process. Each tier gives more intensive help to the student. Data regarding student achievement will be constantly looked at to see if the student is making progress.

Tier 1 - This is core instruction that all students receive in their regular classroom. Often a different teaching approach or materials are used with some of the students in the class. This helps not only the struggling student but also others in the classroom as well.

Tier 2 - If a student is still struggling, a school team will work with the teacher and parent to develop more intensive strategies.

Tier 3 - If the student is not making adequate progress with Tier 2 interventions, the team will look at providing Tier 3 interventions, which will increase the intensity and individualization of the interventions and support. Tier 3 interventions are provided in addition to core (regular) instruction rather than as a replacement.

Federal funds are an integral part of the operation at CACS. Decisions on federal funds are made

collectively by the school administrative team. Relevant uses include, but are not limited to the following:

- Technology integration
- Supplemental curricula
- Industry certification
- Assessment services
- District support services

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Thelma Hickman	Teacher
Kevin Forehand	Principal
Andrea Hayes	Parent
Charlie Sanders	Parent
Reginald Williams	Student
Samaj Forehand	Student
Jahija Heywood	Student
	Student
Millie forehand	Business/Community
	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

SAC members actively participated in reviewing and evaluating school performance data. SAC members had significant input into the preparation of the SIP. SAC members collaborated on the annual budget decisions.

Development of this school improvement plan

CACS School Advisory Council assists in the preparation and evaluation of the School Improvement Plan. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan

N/A

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	Email
Hickman, Thelma	Instructional Coach	hickmant@gcpsmail.com
Sanders, Jasmine	Instructional Coach	sandersj@gcpsmail.com
Forehand, Kevin	Principal	forehandk@gcpsmail.com
Preston, Tamara	Teacher, PreK	prestont@gcpsmail.com
Floyd, Camry	Teacher, K-12	floyd@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

CACS LLT major initiatives is to aid the RTI Team in the development of a new Instructional Focus Calendar based on the Florida Standards(FSA) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum.

This years major goals include:

Literacy Night for each grade level

Reading Posters to feature what the staff and faculty members are reading

Interactive Events for struggling Readers

School-wide Summer Reading Activities

Parent Workshops

Book Fair with Parent Night

Lessons developed that provide students with opportunities for research and incorporaing writing through-out the curriculum

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

Classroom teachers meet with all the instructional coaches on a weekly basis to collaborate and plan standard based lessons. A schedule has been created with specific dates and times. Teachers and Coaches have expectations of the collaborative planning sessions and the expected outcomes. CACS also fosters working relationships between teachers by providing forums to participate in Profesional LEarning Communities, weekly department meetinggs and faculty meetings. These meetings create opportunities for teachers to share best practices and ideas.

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

CACS implements processess to recruit employ, retain, mentor and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities.

1. Induction Workshop for newly hired CACS teachers. - Principal
2. Recruitment via Job Fair, Referrals. -Technology Director/ Admin. Team
3. Monthly recognition/awards for professional accomplishments. - Principal
4. Provide continuous professional development and support for newly hired CACS teachers.-

Instructional Coaches

5. Professional Learning Communities for teams, departments and special groups. - Instructional Coaches
6. Observe, monitor and support effectiveness with regular classroom visits and walk-through. - Admin. Team
7. Provide additional curriculum resources and materials as need. - Admin. Team
8. Scorpion University for new teachers.
9. Locates qualified candidates on sites such as Teachers-Teachers.com, and Teachers. net
10. Advertises in local newspapers and college websites.
11. Reviews candidates resumes for prequalification
12. Candidates are contacted for initial interview
13. Selected candidates meet with Principal for a second interview.
14. Boosts teacher morale with positive feedback, staff gatherings and social events, and Teacher Appreciation Month activity.
15. Ensure that all faculty and staff are a part of the Continuous Improvement process and are offered professional growth activities to futher enhance their individual professionalism.

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

The mentoring program/plan at CACS is to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing the retention of teachers, and to increase the skills of new teachers in order to improve student achievement in accordance with the Florida Department of Education learning standards.

Mentor Name Mentee Name Rationale Plan/Activities

Shannon Gaines Beginning Teacher Classroom Visits & Assistance, Weekly Meetings

Monica Salem Beginning Teacher Classroom Visits, Classroom Management, Weekly Meetings, Assistance as needed

Jasmine Sanders Beginning Teacher Classroom Visits, Classroom Management, Weekly Meetings, Instructional Modeling

Thelma Hickman Beginning Teacher Classroom Visits, Classroom Management, Weekly Meetings, Instructional Modeling

Thelma Hickman I Beginning Teacher Classroom Visits & Assistance, Instructional Modeling

Jasmine Sanders Beginning Teacher Classroom Visits, Classroom Management, Weekly Meetings, Assistance as needed.

Shannon Gaines New to School Classroom Visits & Assistance, Weekly Meetings

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

After we determine the instructional program we will use in the core instruction module, the instructional coaches and classroom teachers unpack the materials and determine what the instruction in the classroom needs to look like to achieve proficiency on the assessments. This is accomplished during the planning sessions with the Principal and instructional coaches.

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

Formative assessments are administered quarterly. Instructional strategies and /or research-based material are modified based on the results from such data. Students receive differentiated instruction based on weakness of strengths from formative assessment results. Students are reassessed with summative assessments to ensure that mastery has taken place. Student progress is tracked and proficiency scored reports are generated. These reports allow the classroom teacher to evaluate students ability and identify areas of weakness.

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 type: Extended School Day

Minutes added to school year: 54,000

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

School begins at Crossroad Academy Charter School at 7:30am and ends at 3:10pm to allow extra time for an enrichment/remediation period as well as a collaborative planning block for teachers. During this ER block, students receive intense instruction in Reading and Math.

Strategy Rationale

State assessments will be used as the determining factor whether students are progressing. I-Ready Math and reading also tracks students progress and guides their learning to appropriate levels based on their completion rate.

Person(s) responsible for monitoring implementation of the strategy

Sanders, Jasmine, sandersj@gcpsmail.com

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

Students are assessed and data is collected in our ER period every week. This data is kept in 2 different places; on the classroom data wall and in the teacher data/assessment binder. This data is used to adjust lessons and groups within classroom workshops.

Students are allowed to work independently in I-ready. They are quizzed at the end of every lesson and allowed to progress forward as the master the skills. They are also assessed over all benchmarks on a quarterly basis. This data is used to see exactly how the students are progressing along as far as the grade level expectations are concerned.

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

CACS's early learning program utilizes a variety of strategies to assist our preschoolers in preparing for their transition into elementary school programs. As the core of our program we emphasize Florida's Early Learning and Development Standards for Four-Year Olds. These standards serve as a guide for administrators and teachers in designing and implementing appropriate early learning environments. Collectively, we are constantly working to build and refine our knowledge of early childhood development, as well as recognizing the diversity of the children we care for daily. There are many factors that influence the child's ability to learn; therefore we strive to enhance the child's education in every area of development (language, cognitive, social and emotional, physical, motor,

and approaches to learning). Students have the opportunity to learn both inside and outside of the classroom via educational field trips. Consistent routines are executed daily. This allows each student the opportunity to learn and engage in developmentally appropriate activities. This execution focuses on age appropriate expectations that are interwoven with attention to individual appropriateness and differences. So throughout the day, our students work in large groups, small groups, and individually with our program's educators. Last but not least we've adopted a curriculum that also serves as a guide and encompasses all areas of development including academic skills which further enhance our preschooler's knowledge and understanding. Parents are our partners in their child's education. We communicate with them on a regular basis to discuss data from a variety of assessments which serve as progress monitoring tools. Not only do we discuss the current and year end expectations, but goals for entering elementary school as well.

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

Our High School Coach/Guidance Counselor, works with individual students to identify possible career paths in areas of interest to ensure that CACS students are effectively prepared for post secondary challenges.

Our student services/guidance department has developed a yearly curriculum information bulletin that provides students as well as parents with the courses offered along with a brief description of each course. School counselors as well as grade level chairs review school course plans to assure that students are enrolled in courses that align with the students' future career goals.

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

Crossroad Academy Charter School offers various courses that lead to Industry Certification. Courses in the field of Computers help students understand the relevance of school to work and career planning.

Our plan is to increase our course offerings to courses such as Law, Accounting and other Business related courses to facilitate our students transitions from school to work thus providing them with the necessary tools for success.

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

CTE courses at the high school level are aligned with courses in Math, Reading, Science and English Language Arts

Crossroad Academy teachers are given the freedom to implement disciplinary reading strategies in the CTE curriculum. This enables our students to succeed in school, careers and daily life. Students who complete a sequence of career/technical courses are better prepared to pass graduation tests in reading, writing, and math. The school will provide financial assistance practice test and licenses to certify students in Microsoft Office.

In order to provide students with the skills they need to be successful in college, technical school, work force, military, high schools must make sure that students acquire both academic and vocational skills in their courses.

We will use career counseling techniques with students and parents to identify their post secondary needs and inform them of information needed for post secondary transitions.

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

Crossroad Academy Charter School provides students with a rigorous college prep curriculum. Our goal is to continue to meet and exceed the requirements of the Florida State University Systems. Our students are encouraged to take courses that are the most challenging for their level. In addition to

our to encouraging students to enroll in AP and Dual enrollment courses our Advisors and Counselor persuades the students to apply and meet the requirements for numerous scholarships and awards. Along with a rigorous college-prep curriculum, CACS enrolls students in SAT/ACT prep courses after school. The SAT and ACT Online Prep program will be made available to all students.

School Improvement Goals

Goals Summary

G1. To Increase overall student achievement in all areas by 1%

Goals Detail

G1. To Increase overall student achievement in all areas by 1%

Quick Keys: Goal: G036473

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- Limited Resources

Targeted Barriers to Achieving the Goal

- Increasing number of students without support at home

<i>Plan to Monitor Progress Toward the Goal</i>	
Advisor/Advisee Program	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Weekly progress monitoring and FCAT 2014 results.

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To Increase overall student achievement in all areas by 1%

G1.B1 Increasing number of students without support at home

G1.B1.S1 Establish Advisor/Advisee mentors to support all students academically and monitor progress weekly.

Quick Keys: Goal: G036473, Barrier: B087344, Strategy: S098071

Strategy Rationale

<i>Action Step 1</i>	
Develop / implement an after school program with SAI funds for salaries for teachers to tutor students in each of the academic curriculum area with the lowest quartile students as the target group.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Ongoing, FCAT scores

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G1.B1.S2

Quick Keys: Goal: G036473, Barrier: B087344, Strategy: S098072

Strategy Rationale

<i>Action Step 1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S2</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Effectiveness of Implementation of G1.B1.S2</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

Professional Development

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

G1. To Increase overall student achievement in all areas by 1%

G1.B1 Increasing number of students without support at home

G1.B1.S1 Establish Advisor/Advisee mentors to support all students academically and monitor progress weekly.

PD Opportunity 1

Develop / implement an after school program with SAI funds for salaries for teachers to tutor students in each of the academic curriculum area with the lowest quartile students as the target group.

Facilitator

Instructional Coaches

Participants

All staff

Schedule

Evidence of Completion

Ongoing, FCAT scores

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Gadsden Elementary Magnet School

500 W KING ST
Quincy, FL 32351
850-627-7557
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gadsden Magnet School's mission involves all students progressing towards the mastery of the Florida State Standards.

Staff: Staff will ensure students' growth and development by assisting to create an environment in which all staff members work collaboratively, respecting each other and their profession, maintain a positive attitude, and always put students first.

Parent and Community Involvement: A collaborative team which includes the PTA and SAC committee members fully understands how their involvement positively impacts students.

Facilities, Support, and Instructional Resources: Our surroundings will be safe, technology rich, and able to support diversity.

Provide the school's vision statement

Gadsden Magnet School envisions that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

Gadsden Magnet is committed to providing a safe and supportive learning environment that ensures continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

School Environment

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

Our school's climate and home language surveys will provide insight on students' cultural needs. Teachers will make contact with parents in various ways to foster positive relationships with parents. Parent Expos keep parents and students abreast of the new Florida Standards along with updating parents of their child's academic progress.

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

Before and after-school employees are posted at specified locations to make sure students are in a safe and protected environment. Students are only allowed in these areas before and after-school. Faculty and staff supervise students during school as and in transitional periods. At Gadsden Elementary Magnet School, students are required to be in uniform which assists teachers and staff members with the identification of students and reduce distractions in the classrooms. In addition, the school safety committee has safety procedures and drills in place which are performed on a monthly basis.

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

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

Gadsden Magnet School employs a guidance counselor to ensure the social-emotional needs of all students are being met. The guidance counselor recommends services to parents to assist students in need. In addition, the guidance counselor meets with the teacher, student, and parents to develop strategies and resolve situations that may arise in the classroom. The guidance counselor also periodically conducts whole class Character Education in all grade levels (i.e. bullying, Red Ribbon week theme, etc.)

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

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	Students
	Total	

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

Indicator	Grade	Students
	Total	

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

Intervention strategies employed by the school consisted of the following: 1) Reteach of the core curriculum 2) small group teaching of skills 3) one to one instruction provided by the instructor and 4) utilized research based instructional materials and 5) utilized best practices for classroom instruction.

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?

No

PIP Link

A PIP has not been uploaded for this school.

Description

Our goal is to increase the number of parent activities that involve parents. Parents will be encouraged to attend quarterly Parent Expos and Report Card Nights. Quarterly Student/Parent, Teacher Conference Days will be hosted to keep parents informed of their child(ren)

academic performance. Instructional parent workshops will be hosted to instruct parents on what their children are learning and how to assist at home. PTA and SAC meetings will be held regularly to keep parents aware of programs, policies and activities provided for students. Parent and community input, support, and services are encouraged at these meetings.

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

Gadsden Magnet School works closely with the District's Parent Services Department and local business and community partners to secure and utilize resources to support the school and student achievement. School partnerships include but is not limited to the following: Pizza Hut, Dominoes, Kiwanis, 4-H Club, Allen Trophies and Awards, Winn Dixie, ING, Wal-Mart, Southern Maid Donuts, and Grand Canyon University.

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	Email
Frazier-Lee, LaRonda	Principal	frazier-leel@gcpsmail.com
Brockman, Dena	Teacher, K-12	brockmand@gcpsmail.com
Kunkler, Patricia	Teacher, K-12	kunklerp@gcpsmail.com
Porter, LaTasha	Teacher, K-12	porterl@gcpsmail.com
Riggins, Shulamith	Teacher, K-12	riginss@gcpsmail.com
Baker, Annette	Guidance Counselor	bakera@gcpsmail.com

Duties

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

- 1) Classroom teachers provide core instruction to students, utilize intervention strategies, enter grades through the Skyward grade book, analyze data, and problem solve for increased student achievement.
- 2) Guidance Counselor assists with planning Rtl meetings, completing referrals for counseling needs, conducting behavior interventions for students as needed, monitoring attendance, and teaches Character Education classes periodically.
- 3) School Psychologist assists with determining if a student needs to be recommended for psychological testing and provide recommendations on how to better serve a student or if additional advance placement is needed such as the gifted program.

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 Leadership Team meets once a month, as follows: 1) discuss school-wide data in science, math, reading, and writing and make instructional decisions accordingly 2) implement problem solving

strategies 3) review progress monitoring data for each grade-level and share information presented in grade group meetings 4) identify and evaluate Tier 1, 2, and 3 students 5) determine staff development needs and resources.

Gadsden School district does not receive Title I funds for Gadsden Magnet School. Because of the parents income and students status, GEMS students population does not qualify for federal funding. The school receives services from state and local programs. Supplemental Academic Instruction programs and materials are purchased through general funds. Professional development is also provided through local and general funds. The Homeless, violence prevention programs, housing programs, Head Start, and adult education are all programs funded by federal programs. These programs are not coordinated or implemented at GEMS due to fund source and the services they provide.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
LaRonda Lee	Principal
Avondika Cherry	Parent
Gary Williams	Parent
Evonski Williams	Parent
Toshia Williams	Parent
Donnie Washington	Parent
Kesha Lawson	Parent
Tenesia Clark	Parent
Derrick Elias	Parent
LaTasha Porter	Teacher
Amana Roeder	Parent

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

The School Improvement Plan from last year will be presented to the School Advisory Council (SAC) for public input and review of last year's SIP for revised goals and effectiveness that are conclusive of the 2014 results.

Development of this school improvement plan

The School Advisory Council will assist the school with completing and revising the School Improvement Plan.

SAC meetings are held monthly from 6:00 P.M. to 7:00 P.M. The School Advisory Council meets at least for 4 times a year to help develop, approve and monitor the school improvement plan.

Preparation of the school's annual budget and plan

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

Twenty percent of SAC funds will be used to provide student and staff incentives (trophies, ribbons and plaques, etc.). Eighty percent of the funds will be used to support, provide instructional materials and equipment for classrooms (such as technology and supplemental books).

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	Email
Brockman, Dena	Teacher, K-12	brockmand@gcpsmail.com
Frazier-Lee, LaRonda	Principal	frazier-leel@gcpsmail.com
Kunkler, Patricia	Teacher, K-12	kunklerp@gcpsmail.com
Riggins, Shulamith	Teacher, K-12	riginss@gcpsmail.com
Porter, LaTasha	Teacher, K-12	porterl@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for this year include the following: 1) Increase the percentage of students in grades Prek-8 reading above grade level 2) Increase technology usage school-wide and 3) Implement the Districts Reading Program Goal 4) Implement the Districts school wide reading goal for Prek-8th grade

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

Gadsden Magnet School incorporates strategies that foster and encourage positive working relationships between teachers including collaborative planning and instruction, data meetings, professional learning communities, planning and production of project based learning activities. For the newly hired, we have the beginning teacher program implementation. Professional development is provided to support and prepare new teachers on programs and policies held in the school and district. New teachers are given the opportunity to visit model teachers within the school and/or district. Mentor teachers assigned to each new hire for additional support.

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

The principal utilizes the Districts advertising webpage to advertise for highly qualified teachers. During the summer, Teacher Recruitment Day is held at the beginning of the year for the principal and the school's recruitment team to attend and interview persons for open positions at the school. Teacher development begins with professional development offerings throughout the district and in the school. Model teachers are open within the district and the school for the newly hired instructors to observe and collaborate.

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

Beginning teachers are paired with veteran teachers for support through conferencing, review of lessons and planning for the Florida Standards, and modeling as needed. The mentor teacher will observe the beginning teacher and provide feedback. Model teachers are open within the district and the school for the newly hired instructor to observe and collaborate.

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***

Gadsden Magnet School ensures that the programs and materials are aligned to the Florida Standards during common planning time. During this time, teams discuss specific standards and ways to provide students rigorous instruction. In addition, the school utilizes textbooks that are based on the Florida Department of Education's curriculum list of books that are aligned and approved as stated adopted materials for Florida's schools.

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***

Gadsden Magnet School uses data to drive the instruction of students. The district provides baseline, midterm testing, and periodical testing in core subject areas. The data from these assessments are used to provide differentiated instruction based on specific needs of the student. In reading In addition, lesson assessments, benchmark, and unit assessments are given at the end of each lesson or unit. Differentiated instruction will be provided to students in reading and math. Instructors also use the individual lessons in iReady to differentiate instruction.

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 type: Summer Program

Minutes added to school year: 1

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

Second and Third Grade Summer Reading Camp

The program is held the first six weeks of the students summer vacation. Reading instructions provided by certified reading teachers at another school site within the district. Technology based learning and best practice strategies are utilized in classrooms. Second Grade summer reading program is a district initiative while, third grade is a district and state initiative.

Strategy Rationale

As a result, the impact on students' reading achievement will increase.

Person(s) responsible for monitoring implementation of the strategy

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

Students are administered a baseline assessment the first week of the summer program.

Instruction is provided for six weeks. The final week students are administered a final assessment to gain comparative data to determine growth and student portfolios are reviewed.

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

The Prekindergarten Program Coordinator created a transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child. The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head Start or other child care settings into Prekindergarten. The plan supports successful transitions for enrolled children and families from Prekindergarten into elementary schools or other child care settings. The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement. The plan encourages communication between prekindergarten staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of the program. The plan initiates meetings involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children. The plan assists parents in becoming their children's advocate as they transition from the home or other childcare setting into prekindergarten. The plan assists parents in becoming their children's advocate as they transition from prekindergarten into elementary school or other childcare setting. The plan provides training for prekindergarten staff on planning for successful transitions to and from the Prekindergarten Program. The Prekindergarten Curriculum is consistent with the Prekindergarten Program Performance Standards and is based on sound child development principles about how children grow and learn. Students are assessed regularly with the LAP-R, and the District's Individual Student Assessments. In order to assure the quality of the Prekindergarten Program and to measure the program's accomplishments, strengths and weaknesses, a self-

assessment is conducted with each program year long with ongoing monitoring. The school administrators in collaboration with the prekindergarten staff use the Classroom Observation Checklist on a regular basis to assure that the specific program objectives and activities of Education and Early Childhood Development Services are implemented and completed in a timely manner. The monitoring forms and recorded information are reviewed annually to verify its usefulness.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** Assure curriculum, instruction, and assessments are delivered with a focus on student engagement and student achievement.
- G2.** Use the Early Warning System to identify at risk students, provide support and intervention to increase student achievement.
- G3.** Purchase and increase the technology in classrooms to enhance instruction and to keep students abreast of the current trends in education. Students are assigned projects and standardized testing which require reliable updated technology
- G4.** Provide additional enrichment activities to encourage students creative, artistic and social skills.

Goals Detail

G1. Assure curriculum, instruction, and assessments are delivered with a focus on student engagement and student achievement.

Quick Keys: Goal: G054222

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- Florida Standards.org, Achieve the Core, Florida Standards Item Specifications
- Florida Student Assessment Portal (FSA) and Sample Test items
- Instructional Best Practices
- iReady Program

Targeted Barriers to Achieving the Goal

- Employ new strategies for Florida Standards Reading, Writing, Math and Science

<i>Plan to Monitor Progress Toward the Goal</i>	
Person Responsible	
Schedule	
Evidence of Completion	

G2. Use the Early Warning System to identify at risk students, provide support and intervention to increase student achievement.

Quick Keys: Goal: G054223

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- The Go Math core textbook and Acaletics supplemental math program

Targeted Barriers to Achieving the Goal

- Limited formal training from the publishers of the core Math text (Go Math) and Acaletics Consultant.

<i>Plan to Monitor Progress Toward the Goal</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G3. Purchase and increase the technology in classrooms to enhance instruction and to keep students abreast of the current trends in education. Students are assigned projects and standardized testing which require reliable updated technology

Quick Keys: Goal: G054225

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- The middle/junior high staff is highly qualified in their areas of instructional delivery. Proper materials and the level of instructions will assure that students will be prepared to master the EOCs and Advance Courses with a high level of proficiency.
- Technology is much needed to enhance instruction at all grade levels (Prekindergarten through eighth). Computers, DVD Players, Document Cameras, and Smartboards are much needed in classrooms for instructions and keep students aware and exposed to the trends.

Targeted Barriers to Achieving the Goal

- Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

<i>Plan to Monitor Progress Toward the Goal</i>	
Increase the percentage of instructional technology in classrooms and school-wide.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Technology Class Schedule and Technology Inventory 2013-2014.

G4. Provide additional enrichment activities to encourage students creative, artistic and social skills.

Quick Keys: Goal: G054226

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- Musical Instruments for students to use in a band. Hire a band or music teacher.
- Include Art instructions for students.
- Physical Education (PE) is the only activity considered as enrichment for the students. PE is held for thirty minutes daily.
- Include sport teams and games (basketball and football)
- Implement bi-monthly club meetings.
- Implement evening events for middle/junior high school (such as dance, games.etc.).

Targeted Barriers to Achieving the Goal

- There is limited resources (to include funding) available to provide enrichment activities.

<i>Plan to Monitor Progress Toward the Goal</i>	
Provide enrichment activities for students.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	The number of enrichment activities provided during the 2013-2014.

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G3. Purchase and increase the technology in classrooms to enhance instruction and to keep students abreast of the current trends in education. Students are assigned projects and standardized testing which require reliable updated technology

G3.B1 Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

G3.B1.S3 Provide modern technology (Document Cameras, Ipads, Smart boards, Listening Stations, etc.) in classrooms.

Quick Keys: Goal: G054225, Barrier: B136802, Strategy: S148789

Strategy Rationale

Action Step 1	
Provide current technology	
Person Responsible	
Schedule	
Evidence of Completion	Technology Inventory List

Plan to Monitor Fidelity of Implementation of G3.B1.S3	
Provide current technology	
Person Responsible	
Schedule	
Evidence of Completion	Technology Inventory List

Plan to Monitor Effectiveness of Implementation of G3.B1.S3	
Provide current technology	
Person Responsible	
Schedule	
Evidence of Completion	Technology Inventory List

G4. Provide additional enrichment activities to encourage students creative, artistic and social skills.

G4.B1 There is limited resources (to include funding) available to provide enrichment activities.

G4.B1.S1 Provide club and cadre meetings to enhance students social and behavioral skills.

Quick Keys: Goal: G054226, Barrier: B136805, Strategy: S148791

Strategy Rationale

<i>Action Step 1</i>	
Enrichment Activities	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	The implementation of clubs and social activities in place.

<i>Plan to Monitor Fidelity of Implementation of G4.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Effectiveness of Implementation of G4.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G4.B1.S2 Contact local community and private agencies to build a partnership to bring recreational and enrichment activities to the school

Quick Keys: Goal: G054226, Barrier: B136805, Strategy: S148792

Strategy Rationale

<i>Action Step 1</i>	
Community Business Partnerships	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Business Partnership Agreement Form and Increase in Activities

<i>Plan to Monitor Fidelity of Implementation of G4.B1.S2</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

Plan to Monitor Effectiveness of Implementation of G4.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

G4.B1.S3 Provide Musical Instruments for students to use in a band. Hire a band or music teacher.

Quick Keys: Goal: G054226, Barrier: B136805, Strategy: S148793

Strategy Rationale

Action Step 1	
Brainstorm ways to generate funds to provide enrichment activities.	
Person Responsible	
Schedule	
Evidence of Completion	Increase in funds and the increase in activities.

Plan to Monitor Fidelity of Implementation of G4.B1.S3	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B1.S3	
Person Responsible	
Schedule	
Evidence of Completion	

G4.B1.S4 Provide field trips to serve as a culminating activity and enhance lessons taught in classrooms.

Quick Keys: Goal: G054226, Barrier: B136805, Strategy: S148794

Strategy Rationale

Action Step 1	
Culminating Field Trips	
Person Responsible	
Schedule	
Evidence of Completion	Itinerary and Field Trip Rosters Budget - \$3,000.00 - Field Trips

Plan to Monitor Fidelity of Implementation of G4.B1.S4	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B1.S4	
Person Responsible	
Schedule	
Evidence of Completion	

G4.B1.S5 Include sport teams and games (basketball and football). Provide sports gear (basketballs, footballs, jerseys, human resources, softballs, and etc.).

Quick Keys: Goal: G054226, Barrier: B136805, Strategy: S148795

Strategy Rationale

Action Step 1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G4.B1.S5	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B1.S5	
Person Responsible	
Schedule	
Evidence of Completion	

Professional Development

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

G3. Purchase and increase the technology in classrooms to enhance instruction and to keep students abreast of the current trends in education. Students are assigned projects and standardized testing which require reliable updated technology

G3.B1 Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

G3.B1.S3 Provide modern technology (Document Cameras, Ipads, Smart boards, Listening Stations, etc.) in classrooms.

PD Opportunity 1

Provide current technology

Facilitator

Director of Instructional Technology and Administration Professional Development at an estimate cost of \$6,000.00 Hardware & Software - \$5,000.00 Supplies and Materials - \$1,500.00

Participants

Teachers in Grades Prekindergarten through 8th

Schedule

Evidence of Completion

Technology Inventory List

G4. Provide additional enrichment activities to encourage students creative, artistic and social skills.

G4.B1 There is limited resources (to include funding) available to provide enrichment activities.

G4.B1.S3 Provide Musical Instruments for students to use in a band. Hire a band or music teacher.

PD Opportunity 1

Brainstorm ways to generate funds to provide enrichment activities.

Facilitator

Members of the Enrichment Cadre and the Principal

Participants

Provide inservice on implementing and organizing the various activities.

Schedule

Evidence of Completion

Increase in funds and the increase in activities.

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description

Grand Total

Total

0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

George W. Munroe Elementary School

1850 W KING ST

Quincy, FL 32351

850-875-8800

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create a learning environment that nurtures a student's ability to create, construct and excel. We know students are unique in their needs, thought processes, and learning styles and will be motivated in different ways. Therefore, we will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible, successful citizen.

Provide the school's vision statement

To deliver rigorous instruction that prepares students for college and careers through on-going professional development, mentoring, and providing feedback that helps students meet high expectations.

School Environment

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

The school staff demonstrates integrity throughout the school community by exhibiting behaviors that demonstrate respect for individuals, committing to complete tasks that have been agreed upon, and being honest. The school staff takes a personal interest in the well being of its students and families and maintains open lines of communication.

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

In an effort to promote student safety and respect the school staff will host multi-cultural activities to teach the students to embrace individual and cultural differences within the student body. Students are involved in a host of activities designed to discourage bullying, and to encourage high achievement throughout the school community.

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

Each teacher has an approved behavior management tracking system which alerts parents and students of behavior occurrences. Students are given opportunities to re-direct their behavior before visiting the grade level chair. If the behavior is not sufficiently modified, the student may be sent to the guidance counselor or one of the school's behavior specialists. Once the student has gone through pre-approved interventions, and the behavior continues to manifest itself in a negative manner, the student may be sent to the Principal.

Parents are contacted after the second intervention has been employed.

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

The guidance counselor provides character education classes weekly for all students. Students also participate in good citizenship assemblies monthly.

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

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	Students
Attendance below 90 percent	3	1
Attendance below 90 percent	4	2
Attendance below 90 percent	5	2
Total		5
Total		
Total		
Total		

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

Indicator	Grade	Students
Students exhibiting two or more indicators	4	1
Students exhibiting two or more indicators	5	2
Total		3

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

1. Parent Conferences
2. Attendance Incentives
3. Behavior Rewards
4. Reading Intervention
5. Computer Assistive Instruction (I-Ready)
6. Small Group Instruction

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

A PIP has not been uploaded for this school.

Description

In order to increase parental involvement for 2013-14 school year, our school is committed to fostering and sustaining healthy relationships between and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child's schooling by holding meetings that accommodate working parents as well as those parents whose dominate language is not English.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and helps parents to provide better educational assistance to their children.
- Notifying parents of reading levels and providing them with the information to help improve independent reading.
- Inviting parents input through a reflection of their experiences when working with the students to complete assignments.

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 school's leadership works tirelessly to create a learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles.

Parents are involved in the planning and revising of the instructional plan at the school and are encouraged to actively participate in Professional Learning Communities, book studies, leadership meetings, and other events designed to alter the school's instructional focus.

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	Email
Davis, Allysun	Principal	davisa@gcpsmail.com
Brown, Germaine	Assistant Principal	browng@gcpsmail.com
Cineus, Shunteen	Teacher, K-12	cineuss@gcpsmail.com
Williams, Shannon	Teacher, K-12	williamsha@gcpsmail.com
Viel, Julie	Teacher, K-12	vielj@gcpsmail.com
Clark, Hannah	Teacher, K-12	clarkh@gcpsmail.com
Graham, Sarah	Teacher, K-12	grahamsa@gcpsmail.com
Wilkerson, Kristina	Teacher, K-12	wilkersonk@gcpsmail.com
Wilson, Brittanica	Teacher, ESE	wilsonb@gcpsmail.com
Reynolds, Janae	Teacher, K-12	reynoldsj@gcpsmail.com

Duties

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

The Leadership Team will meet to discuss:

- School-wide data in Reading, Math, Science and Writing
- implementation of problem solving strategies
- review of progress monitoring data for each grade-level and sharing of information presented in weekly grade group meetings
- identification of staff development resources and needs
- identification and evaluation of Tier 1,2 and 3 students

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 school based Leadership Team will evaluate and assess effectiveness through the following:

- Administration, and District classroom walk throughs
- ESE/ESOL Paraprofessional and Resource teacher pull outs
- Professional Development for Staff
- Behavioral Specialist Support
- Behavioral Health Course
- ESE Intervention Specialist
- Florida State University Bloom Project
- Florida Center for Reading Research

Title I, Part A

Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school meet it AMOs, specifically in reading and mathematics. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction, hardware, and supplemental resources. Title I, Part A will also provide support to teachers to become well-trained and highly-competent in core instructional programs. Additionally, all eligible students are solicited and strongly encouraged to take part in the free tutoring, which is funded through Title I, Part A. Title I, Part A will also support the school in parent involvement activities and resources by offering funding to boost attendance of inservices and conferences for parents. Additionally, Title I, Part A will support the VPK program by providing a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

School boards and superintendents throughout Florida are required by state statute to cooperate with the Department of Education in identifying and reporting the names of each child who meet the qualifications defined by the Federal Regulation (Section 201.3) and Florida Statutes 230.23(13)(b) and 230.33(14)(b). To accomplish this recruiters are employed to identify and recruit migrant families. Recruitment activities are handled through periodic visits to migrant living areas, referrals from schools, health departments, food stamp offices and other agencies. The district Migrant Liaison provides services and support to Hispanic students and parents. The liaison coordinates the Title I, Part C funding to meet the students' needs.

Contact is maintained with Ms. Pouncey, Program Coordinator. Established collaboration includes, but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, parent-teacher conferences, etc., b) Summer school for migrant students, c)supplementary educational resources for teachers serving migrant students, and d) supplemental tutorials offered at the PAEC-MEP office. Migrant staff will monitor grades and attendance, and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to priority for Services students on a regular basis during the school year; all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance.

Title I, Part D

Funds are received at the district for Alternative Education Programs. Services are coordinated with Drop-out Prevention programs. Funds are used to hire Behavioral Specialist for behavioral modification and social skills training.

Title II

Funds are received at the district to purchase equipment for classrooms. The purchase of technology

hardware and software will be used to increase instruction and enhance reading and math skills for struggling students.

Title III

District provides services and educational materials for English Language Learners (ELL) support services to improve the education of English language Learners.

Title X - Homeless

District Homeless/Social Worker identifies students as homeless as defined by the McKinney-Vento Act. The social worker then provides resources, such as clothing, school supplies, social services, etc.

Supplemental Academic Instruction (SAI)

Summer school for 2nd low-performing students in reading and 3rd grade Level 1 and low Level 2 students in reading is provided by SAI funds in coordination with Title I funds.

Violence Prevention Programs

The district offers trainings to behavior specialists and administrators to train them in prevention training for school violence and emergencies. Additionally, site-based bullying course and Social and Emotional Health courses are offered to targeted students who have identified as students with behavioral challenges.

Nutrition Programs

The Health Clinic will share information on nutritional topics with Social and Emotional Health classes, as well as during, individual units on health and fitness in the classrooms and during PE, throughout the year.

Head Start

District Headstart Program Specialist coordinates the curriculum and provides resources to classrooms to prepare two and three-year old students who are identified as developmentally delayed. Headstart funds are coordinated with Title I funds to meet student needs.

Career and Technical Education

Our Annual Career Fair will be held during the spring session of the year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Keamia Evans	Student
Sarah Graham	Teacher
Germaine Brown	Education Support Employee
Michelle Medolsin	Parent
Roy Moore	Business/Community
Shironda Thirpen	Parent
Catarina Francisco	Parent
Percillia Hatten	Parent
Wendy Day	Parent
Brittanica Wilson	Teacher
Kaye Moore	Parent
Mary Harris	Parent
Yvette Bittle	Parent
Nicole Bush	Student
	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

The team assembled to analyze performance data in an effort to identify strengths and weaknesses. Based on the data, school goals for the 2014-2015 school year will address reading, science, writing, and math.

Development of this school improvement plan

The SAC is involved in developing the school improvement by giving input to the School Leadership Team through a series of forums via open house meetings, PTA meetings and regularly SAC meetings. The SAC team then approves the document before submitting it to the district and state.

Preparation of the school's annual budget and plan

The committee meets with the Principal monthly to discuss purchases, needs, and goals.

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

SAC projected use of funding shall include:

Teacher instructional resources: \$2,500

Student incentives: \$2,000

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	Email
Brown, Germaine	Assistant Principal	browng@gcpsmail.com
Davis, Allysun	Principal	nkyd10@yahoo.com
Crawford, Theresa	Teacher, K-12	crawfordt@gcpsmail.com
Keaton, Diane	Teacher, K-12	keatond@gcpsmail.com
McClendon, Ashley	Teacher, K-12	mcclendona@gcpsmail.com
Reese, Allison	Teacher, K-12	reesea@gcpsmail.com
Snowden, Dylan	Teacher, K-12	snowdend@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

Implementing the Journey's Reading Program with fidelity
 Parent Reading Nights/Trainings
 Utilize the "Book It" Program to foster a love for Reading
 The literacy team provides professional development on reading instruction for our teachers and paraprofessionals.

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 teachers are required to participate in professional development which is based on Marzano's Framework. The Marzano model requires teachers to infuse effective, research-based strategies in all areas. Grade levels meet weekly for Curriculum Chats during which data is reviewed and reading strategies are introduced and discussed so that teachers can implement them in their lessons. The use of reading strategies by all teachers is monitored by classroom observations conducted by the principal and assistant principal.

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

George W. Munroe Elementary School is committed to recruiting and retaining highly qualified, certified-in-field, effective teachers. This charge is the primary, but not sole, responsibility of the principal. In order to help students achieve at higher levels and meet the newly adopted Common Core Standards, we need highly-effective and well-supported teachers for all children.

The Gadsden County School District is also conjointly responsible by making a concerted and coordinated effort to overhaul recruiting, preparation, induction, and support policies, which will ensure that every student has access to high-quality teaching in every classroom, every day. We believe that our teachers need to feel supported, prepared, justly rewarded, and confident in their ability to succeed in our school. We want our school to be a place where teachers want to work for many years. Our strategies for recruiting and retaining consist of:

- Improving teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively
- Improving preparation and support for beginning teachers
- Preparing teachers in new and innovative ways, which allows teachers to meet the needs of the racially, culturally, and linguistically diverse children at George Munroe and to become the agents of change who can help improve and sustain academic achievement for all students
- Solid academic instruction in pedagogy, subject matter, classroom management, and child development before the candidate begins to work in a school
- * National search for Instructors using Teacher to Teacher
- An organized and comprehensive mentoring program of support by experienced, trained mentors

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

The mentoring program at George W. Munroe Elementary is designed to provide new teachers with support, resources, and lessons learned from experienced and highly effective teachers with proven records of student success in the classroom. These expert teachers and coaches will provide guidance for the day-to-day challenges of classroom management and effective instruction, thus enabling new teachers to become acclimated to the new school environment, which will ultimately lead to student success. Our beginning teachers' program ensures that all new teachers are supported by comprehensive induction procedures, which allows each new teacher to perform at a higher level while their students achieve greater success. Beginning teachers are required to participate in a one-year induction program, in which during the induction period beginning teachers will have a formal orientation, mentor support, and both formative and summative evaluations. This mentoring program allows mentors to assist beginning teachers as they transition from the university or other environments to classroom practice. The primary activities of our mentoring program will include:

- group and individual mentoring sessions that provide basic teaching tips; ideas and strategies that can be immediately implemented into the classroom

- group and individual mentoring sessions that provide new ideas in teaching methodologies
- forums facilitated by experienced teachers, which allows them to share their expertise and tips

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

The school uses state approved materials for its core instruction. The materials are aligned with the new Florida Core Standards.

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

The school uses data to inform instruction at each grade level. Data is analyzed to identify strengths and weaknesses by student, class, grade level, and to provide a snap shot of the school's performance overall.

Deficits are addressed as needed and plans are modified to attack weaknesses with added supports for teachers and students.

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 type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Enrichment

Strategy Description

We will provide an additional hour of reading intervention to remediate skill deficiencies.

Strategy Rationale

The strategy offers students in grades 3-5 added instruction in core academic subjects. The teachers provide creative enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Davis, Allysun, davis@gcpsmail.com

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

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (core program, school-level and district exams), PMRN and I- Ready reports.

Strategy type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

School-wide data team reviews data and determine if school is on track. Grade level teams review data and make adjustments, when necessary to instructional practices. Administrative teams meets monthly with district team to review data, instructional strategies, as well as classroom walkthroughs.

Strategy Rationale

The strategy keeps the entire school community aware of the school's performance data and helps administrators identify school deficits.

Person(s) responsible for monitoring implementation of the strategy

Davis, Allysun, davis@gcpsmail.com

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

Data is collected through formal and informal walkthroughs as well as formal observations conducted by administrators. Student data is reviewed to track impact on student performance

Strategy type: After School Program

Minutes added to school year: 10,800

Strategy Purpose(s)

- Enrichment

Strategy Description

We will provide enrichment activities to select students in core subject areas based on individual students needs after reviewing weekly exams, unit assessments and district interim assessments, using instructional resources for the adopted core reading, math and science programs.

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Brown, Germaine, browng@gcpsmail.com

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

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (core program, school-level and district exams), PMRN and CCC Successmaker reports.

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

The Prekindergarten Program Coordinator created a transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head start or other child care settings into Prekindergarten.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The plan encourages communication between prekindergarten staff and their counterparts in the schools and other childcare settings including principals, teachers, social workers, and health staff to facilitate continuity of the program.

The plan initiates meeting involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.

The plan assists parents in becoming their child's advocate as they transition from the home or other childcare setting into prekindergarten, through trainings and workshops.

The plan assists parents in becoming their child's advocate as they transition from the prekindergarten into elementary school or other childcare setting, through trainings and workshops.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

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******Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs******Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement******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***

School Improvement Goals

Goals Summary

- G1.** 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.
- G2.** 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics
- G3.** 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

Goals Detail

G1. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.

Quick Keys: Goal: G047968

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	40.0

Resources Available to Support the Goal

- Pearson Interactive Science Curriculum, Science Lab, Science Coach, Greenhouse

Targeted Barriers to Achieving the Goal

- Lack of background and content knowledge

<i>Plan to Monitor Progress Toward the Goal</i>	
<p>Science Observations and Performance Matters Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on monthly science assessments.</p> <p>The items chosen for the assessments will be drafted per the NGSSS item specifications and the FLDOE Test Design summary (http://fcats.fldoe.org/pdf/designsummary.pdf), so as to prepare students for the rigor of the FCAT.</p> <p>It is expected that 60% of the students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught.</p> <p>Daily Maintenance will occur on previously taught content. The teachers and coach will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 5th grade students.</p>	
<i>Person Responsible</i>	Allysun Davis
<i>Schedule</i>	Weekly, from 9/2/2014 to 4/30/2015
<i>Evidence of Completion</i>	FCAT, Baseline and Interim District Assessments, Teacher Created Assessments

G2. 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics

Quick Keys: Goal: G047970

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	61.0

Resources Available to Support the Goal

- Go Math Curriculum, Think Central technology CCC Successmaker, ETO Math Specialist, Administrative support

Targeted Barriers to Achieving the Goal

- Limited support/ training from Go Math & Journeys Publishers
- large number of novice teachers
- students lack prerequisite skills and content

<i>Plan to Monitor Progress Toward the Goal</i>	
Baseline Acaletics Math Assessment, data meetings and group group meetings	
Person Responsible	Allysun Davis
Schedule	Monthly, from 9/30/2014 to 5/14/2015
Evidence of Completion	data logs and chats

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

Quick Keys: Goal: G047972

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	53.0

Resources Available to Support the Goal

- Journey's Reading program, Assistant Principal (former Reading Coach), District ETO Specialists

Targeted Barriers to Achieving the Goal

- Large population of novice teachers
- Absence of a Reading Coach to support K-5 teachers.

<i>Plan to Monitor Progress Toward the Goal</i>	
Professional Development	
Person Responsible	Germaine Brown
Schedule	Weekly, from 8/26/2014 to 5/13/2015
Evidence of Completion	End of year surveys, teacher evaluations, results of standardized assessments

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.

G1.B1 Lack of background and content knowledge

G1.B1.S1 Ensure science curriculum is taught with fidelity.

Quick Keys: Goal: G047968, Barrier: B119500, Strategy: S131329

Strategy Rationale

To provide students with a foundation that's essential to understanding science concepts

Action Step 1	
Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications	
Person Responsible	
Schedule	
Evidence of Completion	Pacing Guide, Focus Calendar, Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures that requisite science benchmarks are taught and learned. Science Observations and Performance Matters Data Management will allow stakeholders to determine if the strategies are implemented.	
Person Responsible	Allysun Davis
Schedule	Monthly, from 9/2/2014 to 5/4/2015
Evidence of Completion	Observations, Grade Group Meeting Minutes, Data from Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Data to be collected will be scores and item analysis from Performance Matters. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.	
Person Responsible	
Schedule	
Evidence of Completion	Observation notes, notes from Leadership Team, Data from Performance Matters

G2. 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics

G2.B1 Limited support/ training from Go Math & Journeys Publishers

G2.B1.S1 Ensure that Go Math is taught with fidelity at all levels (K-5), and provide adequate enrichment activities (labs, centers, and hands-on activities).

Quick Keys: Goal: G047970, Barrier: B119503, Strategy: S131333

Strategy Rationale

Action Step 1	
classroom observations and walk -throughs	
Person Responsible	
Schedule	
Evidence of Completion	observation forms, weekly professional development which is based upon the needs of the teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
daily observations and walk-throughs	
Person Responsible	
Schedule	
Evidence of Completion	observation forms, data logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
observations, walk-throughs	
Person Responsible	
Schedule	
Evidence of Completion	data logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

G2.B2 large number of novice teachers

G2.B2.S1 use of the coaching cycle, peer observations

Quick Keys: Goal: G047970, Barrier: B119504, Strategy: S131335

Strategy Rationale

Action Step 1	
use of peer observations	
Person Responsible	Anthony Clum
Schedule	Monthly, from 9/24/2014 to 5/6/2015
Evidence of Completion	observation/ evaluation tools, feedback forms, data chat forms

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
use of the coaching cycle, and peer observations	
Person Responsible	
Schedule	
Evidence of Completion	provide feedback, and weekly observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
observations and classroom walk-throughs	
Person Responsible	
Schedule	
Evidence of Completion	provide feedback, and weekly observations

G2.B3 students lack prerequisite skills and content

G2.B3.S1 Employ a tiered framework designed to differentiate, accelerate, and extend learning. FCIMS

Quick Keys: Goal: G047970, Barrier: B119506, Strategy: S131336

Strategy Rationale

Action Step 1	
thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.	
Person Responsible	
Schedule	
Evidence of Completion	data reports, data chat forms

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.	
Person Responsible	
Schedule	
Evidence of Completion	data reports, data chat forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.	
Person Responsible	
Schedule	
Evidence of Completion	data reports, data chat forms

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

G3.B1 Large population of novice teachers

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO)

Quick Keys: Goal: G047972, Barrier: B119510, Strategy: S131340

Strategy Rationale

Action Step 1	
Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators	
Person Responsible	
Schedule	
Evidence of Completion	End of year surveys, teacher evaluations, results of standardized assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Professional Development	
Person Responsible	
Schedule	
Evidence of Completion	End of year surveys, teacher evaluations, results of standardized assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Professional Development	
Person Responsible	
Schedule	
Evidence of Completion	End of year surveys, teacher evaluations, results of standardized assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G3.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Professional Development

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

G1. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.

G1.B1 Lack of background and content knowledge

G1.B1.S1 Ensure science curriculum is taught with fidelity.

PD Opportunity 1

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Facilitator

Participants

Schedule

Evidence of Completion

Pacing Guide, Focus Calendar, Assessments

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

G3.B1 Large population of novice teachers

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO)

PD Opportunity 1

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Greensboro Elementary School
559 GREENSBORO HWY
Quincy, FL 32351
850-442-6327
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Greensboro Elementary School, is to provide students with opportunities to learn valuable skills in Reading , Writing, Math, and Science from caring and supportive teachers and staff.

Provide the school's vision statement

Our vision at Greensboro Elementary, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

School Environment

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

Greensboro Elementary teachers and staff are culturally aware of the students and their community. Administration ensures that all new teachers are acclimated to the community by taking teachers on tours of the community. Parent EXPOS and Parent involvement nights also give teachers an opportunity to interact with parents/guardians in an effort to build by in from parents.

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

Greensboro Elementary teachers take an active role in securing the safety of its students. All students are instructed to inform adults about any situation they need help with. Furthermore, they are instructed to report any situation the teacher does not address to the Principal, Assistant Principal, or Guidance Counselor. The guidance counselor works with individual students and small groups of students on conflict resolution strategies. Teachers and parents are encouraged to communicate frequently so the students progress academically and socially can be discussed.

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

The school wide behavioral system or PBS is a positive reinforcement system that rewards good behavior and outlines the behaviors that are expected from the students on a daily basis. Bulldog bucks are used to track students behavior a compliance to expected behaviors. There are dates on the calendar that are set aside so students earning Bulldog Bucks have an opportunity to spend on different activities or items.

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

The school's Student Study Team is responsible for monitoring students needs as reported by teachers, The team meets weekly when teachers have any concerns about academics or behavior that may influence a child's well being.

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

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	Students
	Total	

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

Indicator	Grade	Students
	Total	

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

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

A PIP has not been uploaded for this school.

Description

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

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	Email
Pitts, Stephen	Principal	pittss@gcpsmail.com
Jackson, Sheila	Assistant Principal	jacksonsheila@gcpsmail.com
Logue, Joane	Teacher, K-12	loguej@gcpsmail.com
Savage, Christine	Teacher, K-12	savagec@gcpsmail.com
Bradwell, Tanya	Teacher, K-12	bradwellt@gcpsmail.com
Weeks, Dawn	Instructional Media	weeksd@gcpsmail.com
Joseph, Sandra	Teacher, K-12	josephs@gcpsmail.com
Bates-Jackson, Erica	Teacher, K-12	bates-jacksone@gcpsmail.com
Castenada, Gloria	Teacher, K-12	castenadag@gcpsmail.com

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as I-Ready and District assessments as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, I-Ready Diagnostics, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which support and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Title I, Part A

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through

tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), and free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

Title I, Part C- Migrant

Title I, Part D

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school support for Level 1 readers

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer Rodriguez	Parent
Melissa Pride	Parent
Shone Matthews	Parent
Monica Grimaldo	Parent
Ashley Battles	Parent
Buddy Pitts	Business/Community
Greensboro Methodist Church	Business/Community
Paula Avalos	Parent
Dawn Weeks	Teacher
Chedric Chandler	Education Support Employee
Joshue Matos	Teacher
Gloria Castenada	Teacher
Mary Hudgins	Parent
Norma Quijada	Parent
Sycamore Methodist Church	Teacher
Miracle Temple Church of God	Business/Community
Sherry Taylor	Education Support Employee
	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

The SAC met and discussed the school performance from the previous year in relation to the goals that were created. We looked at what goals needed to be addressed for the current year and came up with strategies to best help us meet those goals.

Development of this school improvement plan

The SAC meets at the beginning of the school year to discuss the school's previous year's performance and recommendations to foster student achievement. The plan is presented to the SAC to approve after revising with their input.

Preparation of the school's annual budget and plan

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

School improvement funds include \$2,000 allocated for the purchase of benches for the bus pick up area.

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

No

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	Email
Jackson, Sheila	Assistant Principal	jacksonsheila@gcpsmail.com
Bradwell, Tanya	Teacher, K-12	bradwellt@gcpsmail.com
Bryant, Cynthia		bryantc@gcpsmail.com
Clark, Debra		clarkd@gcpsmail.com
Joseph, Sandra		josephs@gcpsmail.com
Kauffman, Megan		kauffmanm@gcpsmail.com
Logue, Joane	Teacher, K-12	loguej@gcpsmail.com
Murphy, Sallie	Teacher, K-12	murphys@gcpsmail.com
Savage, Christine	Teacher, K-12	savagec@gcpsmail.com
Taylor, Jeanne	Teacher, ESE	taylorj@gcpsmail.com
Weeks, Dawn	Instructional Media	weeksd@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The team will work to effectively use the results of the I-Ready Diagnostic test to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work to significantly increase the complexity of our reading instruction and student tasks to better align with Florida Standards. The Literacy Leadership Team will meet to review the most recent data

and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. The Read N Quiz program was selected to by the LLT team to give students more eye to print opportunities and devise a rewards program for participation. Professional development needs will also be discussed, planned and implemented through the input of the team. Some modeling and PD opportunities will be provided by the LLT. Community involvement activities will be planned to bridge the gap between home and school literacy. GES participated in the Read for the Record during Literacy Week to boost student independent reading.

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

Common planning times are established to ensure that all teachers have adequate time to plan with colleagues and participate in lesson study.

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

1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is not limited to the following:

- 1) Securing highly knowledgeable subject area trainers and mentors;
- 2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC), and the Department of Education Teacher Recruitment and Retention Office;

The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain highly qualified personnel; and

- 3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.

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

New teachers are paired with highly effective veteran teachers to guide them through their first year of teaching. The mentoring teacher is responsible for answering questions and providing opportunities for the new teacher to grow. Shadowing and modeling opportunities are provided so the new teacher has a frame of reference when setting up his/her classroom and behavior plan.

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

All instructional programs go through a review process at the school level. Teachers are selected to review different programs and meet in their respective grade groups to discuss how each program addresses the standards and the overall needs of the school. Representatives from the school are

then sent to the district adoption meeting, where they will give the schools selection to the and insight to the district committee.

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

Standardized Test Data is reviewed at the beginning of each year so teachers are aware of students that need intervention. Teachers use core programs and their intervention pieces to instruct students in tier I and tier II. When students do not respond positively to the tier II instruction, a MTSS meeting is held to determine the next step for the student. Small group activities are utilized to determine if a smaller setting with direct instruction is more effective. If the student responds to this intervention and can catch up he/she is placed back in the tier II instruction. If the student is not successful when returned to tier II, the student is referred for testing.

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 type: After School Program

Minutes added to school year: 36,720

Strategy Purpose(s)

- Enrichment

Strategy Description

The 21st Century After School program is offered to 3rd - 5th grade students. Preference is given to students that scored a level 1 or 2 on FCAT 2.0 Math or Reading.

Strategy Rationale

Through the use of PBLs students will use math and reading skills to complete thematic projects.

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready CAI is used daily for students that attend the after school program. This system allows us to take a look at time on task, grade level equivalence, and percentage correct.

Strategy type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Increase Reading instruction for an additional hour daily.

Strategy Rationale

Increased time on task and eye to print should improve reading skills.

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready will be used to progress monitor and determine growth for all students.

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

There are currently 2 Pre-K classes on campus funded by Title I and VPK Pre-K parents will be invited to a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum, and discipline. They will meet the principal and special area teachers, as well. During the last week of school the Pre-K classes will be divided among the three kindergarten classes and they will attend lunch, and special area classes with kindergarten. Informational materials pertaining to this transition from the district's Pre-K office will be shared with parents. The success of these efforts will monitored by evaluating students during the early weeks of school. The school in conjunction with West Gadsden High School provides rising sixth grades a day to visit the High School and meet the administration and staff. It also gives them a opportunity to fill out registration papers.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** 50% of the students will score a level 3 or higher on FCAT Science.
- G2.** 50% of the students taking the FL Standards Math test will achieve proficiency.
- G3.** 50% of the students will achieve proficiency on the new FL Standards ELA test.

Goals Detail

G1. 50% of the students will score a level 3 or higher on FCAT Science.

Quick Keys: Goal: G054878

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	50.0

Resources Available to Support the Goal

- Pearson
- FCAT Explorer
- Adaptive Curriculum
- ETO Science specialist

Targeted Barriers to Achieving the Goal

- Limited Science exposure.

<i>Plan to Monitor Progress Toward the Goal</i>	
The District mid year and end of the year test	
Person Responsible	Stephen Pitts
Schedule	Quarterly, from 9/29/2014 to 5/29/2015
Evidence of Completion	Performance Matters data.

G2. 50% of the students taking the FL Standards Math test will achieve proficiency.

Quick Keys: Goal: G054877

Targets Supported

Indicator	Annual Target
	50.0

Resources Available to Support the Goal

- GO Math
- Acaletics
- I-Ready

Targeted Barriers to Achieving the Goal

- Familiarity of test design

<i>Plan to Monitor Progress Toward the Goal</i>	
FL Standards test data, I-Ready Diagnostics and Acaletics testing.	
Person Responsible	Stephen Pitts
Schedule	Quarterly, from 10/1/2014 to 5/29/2015
Evidence of Completion	

G3. 50% of the students will achieve proficiency on the new FL Standards ELA test.

Quick Keys: Goal: G044893

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	61.0

Resources Available to Support the Goal

- Journeys Core Reading Program
- I-Ready
- Journeys Intervention Program for tier 2 students.
- Florida Ready Workbooks aligned with FL Standards
- Read and Quiz

Targeted Barriers to Achieving the Goal

- Core Reading program being taught without fidelity.
- Insufficient amount of time spent actively engaged with text on a daily basis.

<i>Plan to Monitor Progress Toward the Goal</i>	
Progress monitoring	
Person Responsible	Sheila Jackson
Schedule	Biweekly, from 8/11/2014 to 5/29/2015
Evidence of Completion	walk-throughs, data chats, lesson plans, and formal and informal assessments.

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 50% of the students will score a level 3 or higher on FCAT Science.

G1.B1 Limited Science exposure.

G1.B1.S1 Use Adaptive Curriculum Science to give students more opportunities to interact with science experiments.

Quick Keys: Goal: G054878, Barrier: B138227, Strategy: S150205

Strategy Rationale

<i>Action Step 1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

<i>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G1.B1.S3 Conduct hands on experiments weekly to give students opportunities to connect concepts and text in to real life application.

Quick Keys: Goal: G054878, Barrier: B138227, Strategy: S150208

Strategy Rationale

<i>Action Step 1</i>	
The teacher will help students conduct hands on lab activities weekly.	
<i>Person Responsible</i>	Stephen Pitts
<i>Schedule</i>	On 9/8/2014
<i>Evidence of Completion</i>	walk throughs , lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3	
ETO Specialist will coordinate with teacher to be available for lab day.	
Person Responsible	
Schedule	On 9/8/2014
Evidence of Completion	Walk throughs, sign in sheets, and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S3	
FCAT data	
Person Responsible	Stephen Pitts
Schedule	On 5/4/2015
Evidence of Completion	FCAT Science Scores

G2. 50% of the students taking the FL Standards Math test will achieve proficiency.

G2.B2 Familiarity of test design

G2.B2.S1 Use FLDOE web-sites, assessment portals, and C-Palms to Familiarize teachers with test design.

Quick Keys: Goal: G054877, Barrier: B138222, Strategy: S150203

Strategy Rationale

Action Step 1	
Continue to offer professional development on the use of curriculum web-sites.	
Person Responsible	Stephen Pitts
Schedule	Biweekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Lesson Plans, walk throughs, and sign in sheets.

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Data gathered from Performance Matters and I-Ready progress monitoring.	
Person Responsible	Stephen Pitts
Schedule	On 10/1/2014
Evidence of Completion	I-Ready reports and Performance matters data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G3. 50% of the students will achieve proficiency on the new FL Standards ELA test.

G3.B1 Core Reading program being taught without fidelity.

G3.B1.S1 ETO specialist will assist teachers with Journeys implementation.

Quick Keys: Goal: G044893, Barrier: B110623, Strategy: S150213

Strategy Rationale

Action Step 1	
ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys Reading Program	
Person Responsible	Sheila Jackson
Schedule	
Evidence of Completion	ETO Specialist will observe instruction, plan with teachers , model for teachers, and debrief with administration.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Planning schedules for teachers will be set to meet with ETO and administration.	
Person Responsible	Sheila Jackson
Schedule	Every 2 Months, from 11/12/2014 to 5/29/2015
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Administrators will participate in the planning between grade group levels and ETO.	
Person Responsible	Stephen Pitts
Schedule	
Evidence of Completion	Walk-throughs and observations

Professional Development

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

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Gretna Elementary School
706 MARTIN L KING JR BLVD
Gretna, FL 32332
850-856-5249
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gretna Elementary will create a school environment that builds self-esteem, develops positive work habits and promotes school and community cooperation necessary to produce measurable academic growth and productive citizens.

Provide the school's vision statement

We, the staff of Gretna Elementary School, envision a climate of caring, helpful, and sharing which will encourage superior student performance, develop positive attitudes and promote wholesome self-concepts.

We also envision all students achieving at their highest level of proficiency by providing excellent, yet appropriate, learning experiences to include the application of the latest technology.

We will remain committed to creating and sustaining a world class school by continual participation in professional in-services, college courses, conferences, workshops and educational observances.

Students, parents, and the community, will assist in designing an educational program that will help Gretna Elementary reach the eight state goals in Florida's System of School Improvement and Accountability. Our vision is supported by the belief that the partners and the administrators, teachers, students, parents, and community members must work together in designing an educational program that will cultivate Gretna Elementary School's success.

School Environment

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

Teachers at Gretna Elementary School listen, assess individual student strengths, and create ways for students to express themselves and demonstrate their understanding. As a result students become more engaged and take more risks in classroom activities. An understanding for student culture also lays the groundwork for a mutual respect between students and teacher. Teachers continuously monitor the students in order to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion gives the teacher a better understanding of the child's learning difficulties. Once a teacher becomes aware of the problems, there is more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

In order to foster relationships, we also:

- Attend District provided Professional Development on multicultural offerings.
- Schedule and plan school wide multicultural projects.
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).
- Form a representative student task force comprised of representative multicultural groups.
- Provide professional development to staff on increasing positive interactions with students.
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

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

The educational setting at Gretna is attractive, comfortable and well kept so that the students feel that the school is a place worth being and they are worth the effort. The rooms are arranged so that the

teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. We create a safe and positive educational environment by promoting positive teacher student relationships, creating a nurturing atmosphere, establishing clear and consistent expectations for behavior, delivering appropriate amounts of structure for specific situations/needs, and providing proactive intervention of problems. Parents and guests are required to report to the office upon visiting the campus so that their presence is known. The school also has a Raptor Identification System used to screen guests through personal ID to determine if they are allowed on campus.

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

Gretna has a Positive Behavior Support (PBS) system that rewards students for meeting high expectations. The schoolwide behavioral system is paired with interventions to make all students feel welcomed and supported. There exists an environment where students and teachers feel positively stimulated, well-supported, and engaged in pursuing the learning objectives of the day. Student engagement is especially important in preventing problems. Simply stated, active learning is learning by doing, listening, looking, and asking; but it is not just being active that counts. Our students are asked to seek out answers and learn for themselves. Specific activities are designed to capitalize on student interests and curiosity, involve them in problem solving and guided inquiry, and elicit their thinking through reflective discussions and appropriate products. Students are provided many hands-on activities that are designed to increase student engagement. However, should a child not adhere to the expectations that have been set based on the District Code of Conduct, then those students are subject to receiving the consequences that are listed within the same document. A part of the pre-planning inservices provided for personnel is a session to review both the district's and school's expectations for students and how to enforce the appropriate response.

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

Gretna Elementary School teachers work hard to create stimulating, caring, and supportive classrooms to motivate learning of subject matter and academic skills. They also provide conditions for social and emotional learning where students learn to cooperate, share responsibility, develop understanding and skills related to conflict resolution and mediation, and much more. The classrooms are arranged and instruction is organized to promote positive behavior. Our optimal design promotes personalized and holistic learning and minimizes learning, behavior, and emotional problems. When a problem does arise, it is addressed immediately with response to intervention strategies. There is also a guidance counselor who is available to provide needed services that address student needs.

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

Our school's early warning system includes students who miss 10% or more of instructional time, students who are retained, students who are not proficient in reading by third grade, students who receive two or more behavior referrals, and students who receive one or more behavior referrals that lead to suspension.

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	Students
Attendance below 90 percent	K	13
Attendance below 90 percent	1	10
Attendance below 90 percent	2	6
Attendance below 90 percent	3	3
Attendance below 90 percent	4	2
	Total	34
One or more suspensions	K	1
One or more suspensions	1	4
One or more suspensions	2	1
One or more suspensions	3	3
One or more suspensions	5	2
	Total	11
	Total	

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

Indicator	Grade Total	Students
-----------	----------------	----------

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

- Differentiated instruction in the classroom
- Small group or individual remediation in the classroom
- After-school remediation/extended learning opportunities
- Computer-based remediation programs in reading and math

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

A PIP has not been uploaded for this school.

Description

Parents will be provided opportunities to access tools to monitor their child's progress in school using the parent portal within Skyward, the district's electronic management system and will communicate with teachers through parent conferences and act early on behalf of their child. Parents and students

will be provided grade level expectations that emphasize rigorous and relevant coursework to assist in academic success. Interventions will be coordinated and focused on providing effective support to students and their families within their regular education and community environment. Strategies to be incorporated to increase parent involvement are Parent Open House, quarterly Parent Nights, parent-teacher conferences upon request, and other appropriate school and district activities that relate to the student's progress monitoring plan. Plans are to provide parents with greater access points to community-based services beyond the traditional school day. To effectively accomplish these targets, the school will schedule and coordinate parent involvement activities for a time that best meets their needs understanding that many of these activities may fall in the evenings or on Saturdays.

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

Our Partner in Education program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Gretna Elementary is able to secure and utilize resources to support the school and student achievement. Our school based PIE representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Gretna Correctional Institution, Barkley's Security, City of Gretna, Second Harvest, and additional organizations.

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	Email
Franklin, Micheal	Principal	franklinm@gcpsmail.com
McClurkin, Willie	Guidance Counselor	mclurkinw@gcpsmail.com
Rosier, Caroline	Teacher, K-12	rosierc@gcpsmail.com
Lewis, Sonja	Teacher, K-12	lewiss@gcpsmail.com
Wells, Carla	Assistant Principal	wellsc@gcpsmail.com

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Assistant Principal and Lead Teacher assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Gretna Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit.

Gretna Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Gretna Elementary School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Gretna Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

The school participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Micheal Franklin	Principal
Sonja Lews-Wilson	Teacher
Ida Hughes	Education Support Employee
Maurine Knight	Teacher
La'Quanda Brown	Parent
Delores Quintero	Business/Community
Mrs. O'Neal	Parent
Crystal Myles	Parent
Sherita Harrell	Parent
Chinita Bascom	Teacher
	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

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of it's goals and effectiveness.

Development of this school improvement plan

Data-driven decision making drives school improvement. During the development of the school improvement plan, the SAC reviewed relevant data, identified problem areas, developed and recommended improvement strategies.

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information was shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

Plans are to use \$2,000 of school improvement fund for the acquisition of Instructional materials. and \$1,300 for various incentives for students to improve their performance in school.

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

No

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	Email
Bascom, Chinita	Teacher, K-12	bascomc@gcpsmail.com
Bryant, Pamela	Teacher, K-12	bryantp@gcpsmail.com
House, Ira	Teacher, K-12	housei@gcpsmail.com
Lewis, Sonja	Teacher, K-12	lewiss@gcpsmail.com
Piawah, Helen	Teacher, K-12	piawahh@gcpsmail.com
Rosier, Caroline	Teacher, PreK	rosierc@gcpsmail.com
Wells, Carla	Assistant Principal	wellsc@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will include proper implementation of the Journeys program and K-12 Reading plan. The Literacy Leadership Team is a team of literacy leaders within the school who will support and act as the vehicle for change to assist the faculty in becoming a working, learning community, striving to acquire knowledge in the area of literacy instruction over time through professional development. Programs include Pizza Hut Book-It, Celebrate Literacy Week, Reading Adventures and Project Based Learning Media Content.

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

Gretna Elementary school has worked to ensure that teachers and other professionals have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with a common planning time across the grade so that they may discuss challenges and successes of day-to-day instruction so that adaptations or modifications may be made as needed to foster student success.

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

In order to attract, develop, and retain a highly motivated, diverse and competent faculty, Gretna Elementary School has implemented a process to meet the changing need of professionals in education. Potential candidates are interviewed at the Gadsden County School Job Fair which was open to qualified individuals seeking employment in the district. The District lists Employment Opportunities online for individuals desiring employment with the school system.

The Principal accesses this database and selects potential interviewees who are qualified to teach at the elementary school level. Applicants are interviewed for a predetermined position and after careful consideration by a selection team are offered employment. As a member of the Gretna Faculty, the newly hired teacher is then provided professional development opportunities to expand their knowledge and improve the quality of their instruction. They are assigned a mentor, and are provided frequent feedback and evaluation to enhance their instructional skills.

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

An experienced teacher who has been able to show student growth and effective ways to manage and educate students with high quality instruction is paired with a new teacher. Planned mentoring activities include weekly sessions working on lesson plans, classroom management, orientation to Gadsden County School policies, conferences, and observations as prescribed by the Beginning Teacher's program.

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

Gretna Elementary will use Go Math! and Journey's Reading programs as its core curriculum; both of which align with the Florida Standards. As a school within the district, Gretna Elementary is utilizing these resources as the core curriculum. The instructional programs and materials that are adopted and supported by the District have been reviewed by the Instructional Specialists prior to dissemination to the school. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Gretna ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specification. 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

Gretna Elementary School uses the RtI process to differentiate instruction to meet the diverse needs of our

students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Modification or supplementation is ensured by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL

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 type: After School Program

Minutes added to school year:

Strategy Purpose(s)

- Enrichment

Strategy Description

Students will receive supplementary instruction on the skills that have been identified for testing with the new Florida Standards Assessments.

Strategy Rationale

An afterschool program can do two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend the knowledge they already have.

Person(s) responsible for monitoring implementation of the strategy

Franklin, Micheal, franklinm@gcpsmail.com

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

Standardized test scores and student grades

School attendance rate

Behavioral infractions

All three are a part of the Early Warning System that is used to track student progress and determine if interventions are needed.

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

The plan for assisting preschool children in transition from the early childhood program to the local elementary school program utilized by Gretna Elementary School is found in the curriculum for Gadsden County's School Readiness Initiatives which is based on Florida School Readiness Performance Standards, Head Start Performance Standards and the Core Knowledge Preschool Sequence. These standards include concepts and skills, which each child masters for educational growth and success.

Assessment tools are used to determine student readiness. These include the LAP-R (Learning Accomplishment Profile-revised Edition) given to pre-kindergarteners three times a year (September, January, and April) and the FLKRS (Florida Kindergarten Readiness) a state-mandated assessment administered to kindergarteners. FLKRS is given at the beginning of the year and the FAIR (Florida Assessment for Instruction in Reading) assessment is administered 3 times a year.

Needs Assessment is another strategy used to assist in readiness for transition. After the assessments are administered and scored, computer generated reports are provided for staff and later shared with parents during conferencing sessions (required for parents of pre-kindergarteners). The staff disaggregates the data to look for both strengths and weaknesses in student performance. Pre-planning/planning of developmentally appropriate lessons, activities, learning/language experiences, and alternative assessments are then developed and implemented. Parents are invited and expected to be involved in the stages of their child's progression of learning, as well.

Parent Involvement: At the pre-kindergarten level, a Pre-K Coalition is organized, which is similar in its function, roles, and responsibilities to that of a school advisory council. This coalition advises the school-level administration on issues regarding students and their needs; makes decisions related to curriculum; assists with the development of the budget and provides input over the spending of the school-level Pre-K funds. This coalition (representative of all schools with Pre-K programs) meets on a regularly established basis and is open to all Pre-K parent representatives along with District-level Pre-K staff. Minutes, plans, and/or initiatives are communicated back to the school-level parents and acted upon. Parents of kindergarten level students have extended opportunities to participate on the school's established School Advisory Council (SAC) as members, officers, and/or meeting attendees. They are either elected to the council by their peers or appointed by the SAC Chairperson or Principal. As members, they are provided opportunities to help make decisions which impact the school's climate, curriculum, budget, etc.

To acclimate parents and their children to the elementary school setting prior to attending Pre-K and/or kindergarten, an orientation is scheduled, advertised, and held inviting new-comers to the campus site. Information regarding expectations, policies, the curriculum, and activities are shared during this time. Accommodations are also made to provide parents with health screenings, immunizations, and physicals for their children. Through a partnership with a local health agency, we are able to assist needy families with free physicals for incoming students. After the orientation is held, parents and students tour the campus, meet their teachers and key staff members, and visit their classrooms. Parents of children who have not attended a daycare facility or instructional program prior to attending school are given a collection of preschool activities and readiness for school suggestions. These activities assist the parent and child with the school's expectations for first-time 4 and 5 year olds.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment.
- G2.** If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment.
- G3.** If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

Goals Detail

G1. If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment.

Quick Keys: Goal: G044740

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	63.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	50.0

Resources Available to Support the Goal

- Journeys (District Reading Program)
- ThinkCentral
- SuccessMaker (Supplemental Computer Program)
- iReady
- Language Arts Florida Standards,
- FSA Test Items Specifications

Targeted Barriers to Achieving the Goal

- Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

<i>Plan to Monitor Progress Toward the Goal</i>	
Edivision data, lesson plans, digital date notebooks, and progress reports will be routinely examined for evidence of data being applied to instruction.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	The collection of lesson plans, weekly data from supplemental computer programs, student work samples, and the results of weekly assessments will be evidence of completion.

G2. If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment.

Quick Keys: Goal: G044741

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	76.0
Students in lowest 25% making math learning gains	65.0

Resources Available to Support the Goal

- Principal with Elementary Math Teaching Experience
- Go Math text
- Acaletics
- ThinkCentral

Targeted Barriers to Achieving the Goal

- Difficulty responding to complex math problems

<i>Plan to Monitor Progress Toward the Goal</i>	
Mathematics assessments will be created and/or administered to assess students' ability to read and effectively compute word problems.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	An analysis of student work samples demonstrating an understanding of the language in one step problems and teachers moving on to two-step word problems will show evidence of monitoring.

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

Quick Keys: Goal: G046554

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	60.0

Resources Available to Support the Goal

- FCAT Explorer
- Center for Integrating Research and Learning/National High Magnetic Field Laboratory
- Adaptive Curriculum
- SmartBoard
- Next Generation Sunshine State Science Standards
- Science Test Item Specifications

Targeted Barriers to Achieving the Goal

- Student background knowledge

<i>Plan to Monitor Progress Toward the Goal</i>	
FCAT Explorer student reports will be provided. The Leadership Team will use classroom observation data.	
<i>Person Responsible</i>	Chinita Bascom
<i>Schedule</i>	Weekly, from 10/17/2014 to 5/1/2015
<i>Evidence of Completion</i>	Student samples and teachers' data notebooks will be used to demonstrate the goal is being monitored and progress is being made.

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment.

G1.B1 Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

G1.B1.S1 The leadership team representative will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data.

Quick Keys: Goal: G044740, Barrier: B110200, Strategy: S121693

Strategy Rationale

With the guidance and support of the administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1	
PLC/common planning meetings will be held weekly, on Thursdays, with an assigned leadership team representative.	
Person Responsible	Micheal Franklin
Schedule	Biweekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.program. Bi-weekly data meeting discussions, iObservaton data,lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Edivision data, lesson plans, digital data notebooks, and progress reports/report cards will be used to monitor fidelity of implementation.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	Weekly PLC/common planning meetings, bi-weekly data meetings, Edivision data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Routine, periodic walk-throughs, observations, and discussions with teachers.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	Lesson Plans and Observations from Classroom walk-throughs will be discussed during data meetings and instruction will be adjusted accordingly. Teachers will be provided feedback in regards to student engagement, classroom management, and student performance. Students will receive progress reports.

G2. If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment.

G2.B1 Difficulty responding to complex math problems

G2.B1.S1 Students will be taught the language of a problem. A student’s ability to understand the language found in math word problems greatly influences his proficiency at solving problems. Students must incorporate semantic abilities (the knowledge of specific words and their meanings), an understanding of syntax (the effects of word order and meaning of sentences), and discourse skills (understanding language beyond the sentence level, as in textbook explanations, teacher instructions, or word problems).

Quick Keys: Goal: G044741, Barrier: B110201, Strategy: S121694

Strategy Rationale

While key words are very important, they are only part of the process. Understanding the language in word problems is critical for all students. They need to know the meaning of words. What research has found is that if we ask students to only rely on knowing that certain key words signal specific operations, we can actually lead them away from trying to understand the problems. They will tend to look only for those words and whatever numbers are in the problem, even if they are not relevant to the answer.

Action Step 1	
Teach students to read for meaning, rather than searching for key words, when trying to identify the operation to use for a one-step math word problem through bell-ringers.	
Person Responsible	Micheal Franklin
Schedule	Daily, from 9/22/2014 to 5/25/2015
Evidence of Completion	Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Lesson plans will be reviewed weekly and classroom walk-throughs will be made to determine the extent to which bell-ringers are being used appropriately.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	Feedback to teachers' lesson plans and documentation of walk-throughs will be evidence of monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Evaluation of student work samples will indicate if students are mastering the concept of reading the language in a problem.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 9/22/2014 to 5/25/2015
Evidence of Completion	Feedback provided to teachers will be evidence that the monitoring has taken place.

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

G3.B1 Student background knowledge

G3.B1.S1 Assess background knowledge

Quick Keys: Goal: G046554, Barrier: B115495, Strategy: S127094

Strategy Rationale

Assessment should occur before and during instruction, and not just in summative exercises at the end of a unit. Regarding background knowledge, it is valuable to determine what will be needed and assess the extent to which students possess it. If and when gaps are noticed, the teacher can actively build it to facilitate new learning.

Action Step 1	
The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).	
Person Responsible	Micheal Franklin
Schedule	Quarterly, from 10/6/2014 to 3/23/2015
Evidence of Completion	Sign-In Sheets; Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Lesson plans will be checked for the inclusion of anticipation guides. Informal observations and walk-throughs will continue.	
Person Responsible	Micheal Franklin
Schedule	Weekly, from 10/13/2014 to 5/18/2015
Evidence of Completion	Lesson plan checklist; student samples; Teacher evaluations

<i>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</i>	
The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff. Deliberate Practice plans will provide a focus for professional development on using informational text to establish background knowledge.	
<i>Person Responsible</i>	Micheal Franklin
<i>Schedule</i>	Biweekly, from 10/20/2014 to 5/11/2015
<i>Evidence of Completion</i>	Collecting Edivision data from coaching walk throughs, informal and formal observations, lesson plan cekcklists, and data notebooks will display evidences of both staff and student growth. Teachers will also be required to create deliberate practice plans. Securing agendas from professional development opportunities will also be the responsibility of the teacher.

Professional Development

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

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

G3.B1 Student background knowledge

G3.B1.S1 Assess background knowledge

PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).

Facilitator

Carla Wells

Participants

3rd, 4th, and 5th Grade Teachers

Schedule

Quarterly, from 10/6/2014 to 3/23/2015

Evidence of Completion

Sign-In Sheets; Agendas

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Havana Elementary School

705 S US HIGHWAY 27

Havana, FL 32333

850-662-2670

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide the best possible environment for each student to develop to his/her fullest potential because there are no limits on learning.

Provide the school's vision statement

To ensure the future success of the students of Havana Elementary School, we the parents, staff, students, and community, with high expectations, working collaboratively, will:

*Help each other perform at our highest potential emotionally, morally, academically, socially, and physically.

*Ensure a friendly, safe, respectful, peaceful, and drug-free environment that promotes learning through self-discipline and successful resolution of conflict.

*Be actively involved in developing curricular as well as extra-curricular experiences where there are opportunities for developing higher order thinking skills.

*Ensure a clean, attractive, modern facility with current technology and equipment, and adequate personnel and resources.

School Environment

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

- Identify and engage school community resources who will assist us (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.
- Identify on-campus "experts" to assist with strategies that develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.
- Attend District provided Professional Development on multicultural offerings.
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

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

Our school recognizes the importance of having each student feel safe and a sense of respect. Each student is very important to us. Children are taught to not only have a sense of self-respect but to also value others regardless of their culture and socioeconomic status. With that as our guide, we continuously promote the concept, "Every opportunity, every year, every child", in our words and actions.

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

Our school has implemented Positive Behavior Support (PBS) school-wide, from Pre-Kindergarten to 5th grade, to foster positive behaviors and create a school climate that acknowledges and celebrates students making good choices. We will implement our "Caught Being a Good Pirate" Ticket program, Good Citizens of the Month, and individual classroom PBS plans for classroom management systems. Students will be recognized through tangible and non-tangible means.

When a child is sent to the office, he/she has reached that step in the classroom discipline plan. The following plan is strictly left to the administrator's discretion:

- Step 1 - Parent Conference
- Step 2 – Referral to Guidance
- Step 3 - In school suspension
- Step 4 – Out of School Suspension
- Step 5 – Referral to Outside Agency

Suspension:

Suspension means that the principal may keep the student from attending school, school related activities or riding the bus for up to ten days, if circumstances require such action. Before a student is suspended, the following needs to occur:

- The student is given notice of the charges against him/her and the basis for those charges.
- The student is given the opportunity to explain his/her side of the story.
- The parent is notified of the reasons for the suspension immediately.

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

- Develop and implement a comprehensive school counseling program with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. Weekly counseling sessions are a part of the special area rotation in grades 2-5. Students are taught character development, bullying awareness, social and emotional development, and self-esteem building strategies.
- The School Rtl Team will meet weekly to discuss students with barriers to academic and social success.
- A comprehensive school counseling program will be developed and implemented with time dedicated for the development of the social and emotional needs of the students.

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

N/A

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	Students
	Total	

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

Indicator	Grade	Students
	Total	

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

N/A

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?

No

PIP Link

A PIP has not been uploaded for this school.

Description

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 with the following:

Back to School Open House
 Literacy Reading Days that involved parental support
 Homeroom Parents
 Parents Chaperones for field trips
 Parent Letters
 Grade Level Newsletters
 School Flyers and Newsletters
 Student/Teacher/Parent Compact
 School wide mass phone communications/Parent Link
 School Advisory Council Association (SACS)
 Parent and Teacher Association (PTA)
 Skyward Parent Portal

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 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 initiatives involve promoting literacy, character education, communication and collaboration with the community. Some of the activities that have been designed to promote these partnerships include the following:

Clergy Council Coalition

- Free book give away
- Back to School Supplies
- Public Library wheels
- End of Year Activities
- School Carnivals
- Reading Initiative/Pizza Hut (Book-It)
- Local Newspaper Articles

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	Email
Williams, Parish	Principal	williamsp@gcpsmail.com
Akins, Zola	Assistant Principal	outleyz@gcpsmail.com
Maynor, Tamela	Guidance Counselor	hinsont@gcpsmail.com
Gibson, Mathella	Instructional Media	gibsonm@gcpsmail.com
Hunter, Cassandra	Teacher, ESE	hunterc@gcpsmail.com
Washington, Angela	Other	washingtona@gcpsmail.com
Johnson, Shawntara	Teacher, K-12	montgomerys@gcpsmail.com
Thomas, Byron	Teacher, K-12	thomasb@gcpsmail.com
Henderson, Warkeen	Teacher, K-12	hendersonw@gcpsmail.com
Belford, Meishia	Teacher, K-12	belfordm@gcpsmail.com
Smith, Mis'Shaylanqua	Teacher, K-12	smithm@gcpsmail.com
Holmes, Cathy	Teacher, ESE	holmesc@gcpsmail.com
Williams, Shirley	Teacher, PreK	williamsshi@gcpsmail.com

Duties

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

Administrators will guide and lead the school's goals, policy and mission.

Teachers will embrace/support the school's goals and the vision.

Guidance Counselor provides services on issues pertaining to interventions, assessments and works as a mediator for student services and community based school issues.

The Leadership team will help to develop and sustain staff support

Members of the RTI Leadership Team will meet with the School Advisory Council to help develop the SIP

Both teams supports and helps to implement the SIP as an ongoing working document .

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 Response to Instruction/Intervention Team will meet every Tuesday and will focus on the following areas:

Identify and define target problem(s)

Determine what needs can be met through school interventions

Decide on a method of solving the problem

Develop strategies to modify and correct targeted behavior(s)

Evaluate and analyze the solutions to the problem

Monitor progress to determine the effectiveness of the implementation of strategies and the overall plan

Title I, Part A

Title I, Part A funds are used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), free tutoring, which is

funded through Title I, Part A, NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of inservices and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

Title I, Part C- Migrant

The district Migrant Liaison provides services and support to Hispanic students and parents. The liaison coordinates with Title I to meet students' needs.

School boards and superintendents throughout Florida are required by state statute to cooperate with the Department of Education in identifying and reporting the names of each child who meet the qualifications defined by the Federal Regulation (Section 201.3) and Florida Statutes 230.23(13)(b) and 230.33(14)(b). To accomplish this recruiters are employed to identify and recruit migrant families. Recruitment activities are handled through periodic visits to migrant living areas, referrals from schools, health departments, food stamp offices and other agencies.

Contact is maintained with Katherine Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school for migrant students, c) supplementary educational materials for teachers serving migrant students, and d) supplementary tutorials offered at the PAEC-MEP office. Migrant staff will monitor grades and attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance.

A six week summer program is provided for over 300 currently migratory children in Gadsden County. The curriculum is designed to improve reading comprehension, language expression, writing and using the latest technology. The challenging content of selected materials utilized and high levels of performance expected from all students separate our summer program from remedial programs offered at other sites.

Title I, Part D

Funds are received at the district for Alternative Educational Programs. Services are coordinated with Drop-out Prevention programs. Funds are used to hire Behavioral Specialist for discipline.

Title II

Funds are received at the district to purchase equipment for classrooms. The purchase of technology hardware and software will be used to increase instruction and enhance reading and math skills for struggling students.

Title III

District provides services for educational materials and English Language Learners (ELL) support services to improve the education of English Language Learners.

Title X- Homeless

District Homeless Social Worker identifies students as homeless as defined by the McKinney-Vento Act. The Social Worker and District Homeless Liason (Sherry Taylor) provides resources: clothing, school supplies, social services, etc.

Supplemental Academic Instruction (SAI)

Summer School for third grade Level I readers is provided by SAI funds in coordination with Title I funds. Based on performance on the FAIR Assessment, 2nd grade students have an opportunity to attend summer school camp.

Violence Prevention Programs

Character Development works on correct responses for every situation. Fifteen minutes a day will be spent on this program for all children. PBS (Positive Behavior System) spear-headed by Randall Estelle is implemented this year to cut-down the number of referrals and suspensions.

Nutrition Programs

The Health Clinic at HES will share information on nutritional topics with classes periodically throughout the year. Students receive fresh fruit and vegetables daily provided by the Healthy School Initiative.

District Personnel including ETO specialists, District Reading Coach, District Technology Team, and other district personnel as needed.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Melissa McGriff	Parent
Ashley Griffin	Teacher
Dereck Sailor	Parent
Shanterria Robinson	Parent
Mathella Gibson	Teacher
Parish Williams	Principal
Rosendo Juapillo	Parent
Kim Sailor	Parent
Warkeen Jordan	Parent
Are'Yaina McGriff	Student
Maria Ramirez	Parent
Lucino Cervenro	Parent
Nekesheia Albert	Parent
Brittani Hannah	Parent
Tamela Maynor	Parent
Lillie Stokes	Business/Community
Zola Akins	Education Support Employee
Curtricia Douglas	Parent
Gloria Douglas	Business/Community
Leslie Robinson	Business/Community
Audrey Lewis	Business/Community
Lillian Johnson	Business/Community

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

The SAC's involvement with the evaluation of last year's school improvement plan was completed during Pre-Planning on July 21, 2014. The School Based Leadership Team met to evaluate the effectiveness of the prior year's SIP. After reviewing the most recent FCAT data, the team was able to disaggregate the data and measure the performance of student achievement in grades 3-5. Additionally, the team reviewed quantitative data such as surveys, parent involvement data, discipline data, and attendance data. It was determined that some of the barriers prevented mastery of most of the goals. However, it was determined that the school had successfully made significant gains in Reading, the lowest quartile in Reading, and the lowest quartile in Math.

Development of this school improvement plan

The key to effective decision making in Florida's school improvement system is that changes are made to shape the educational future of all students. The law requires that each school establish a School Advisory Council (SAC) so that parents can work with school administrators and staff. The

SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The SAC will help develop, implement and evaluate the school improvement plan. During the school year, the job of the SAC is to make sure the actions listed in the plan are carried out. It is important that the activities listed in the plan are actually implemented in order to achieve the objectives of the plan. SAC will review the plan in the middle of the year to ensure that progress is being made.

Preparation of the school's annual budget and plan

The school's annual budget and strategic plan maintains and monitors the allocation of funds for school improvement projects and needs. The school advisory council oversees the proper expenditure approval and allocation of such funds and assist with budget development. Funds are requested from various stakeholders and are approved or denied by a popular vote.

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

No funds were allocated last year and there were no projects for which a budget was developed.

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	Email
Williams, Parish	Principal	williamsp@gcpsmail.com
Akins, Zola	Assistant Principal	outleyz@gcpsmail.com
Maynor, Tamela	Guidance Counselor	hinsont@gcpsmail.com
Gibson, Mathella	Instructional Media	gibsonm@gcpsmail.com
Hunter, Cassandra	Teacher, ESE	hunterc@gcpsmail.com
Washington, Angela	Other	washingtona@gcpsmail.com
Johnson, Shawntara	Teacher, K-12	montgomerys@gcpsmail.com
Thomas, Byron	Teacher, K-12	thomasb@gcpsmail.com
Henderson, Warkeen	Teacher, K-12	hendersonw@gcpsmail.com
Belford, Meishia	Teacher, K-12	belfordm@gcpsmail.com
Holmes, Cathy	Teacher, K-12	holmesc@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for Literacy Leadership Team includes national/state-wide literacy celebrations, parent trainings, reading carnivals and the implementation of school wide reading incentive programs and classroom standards-based projects.

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

Every teacher is a part of a professional learning community (PLC) twice a week. This common time allows teachers time to discuss, plan, review, and share ideas for the upcoming lessons. Teachers review the skills with one another and they are able to plan early in order to be prepared for the week. All of the faculty attend regular faculty meetings to receive updated school information and announcements. Grade group meetings also foster a sense of teamwork for each grade-level. Teachers share success stories pertaining to behavior management plans, strategies, and parental involvement. All of the time that is dedicated to planning and instruction increases collaboration among the group.

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

In order to recruit and retain highly qualified teachers the principal's goal is to find certified teachers who were interviewed from the district's annual job fair. The principal is selecting applicant from the district's pool of instructional teachers. Our strategies of providing school based mentors will help give support and guidance to newly hired teachers. The mentoring program incorporates the components recognized in current research on effective new teacher induction models. All new teachers are assigned a highly qualified mentor teacher from their content/grade level. The new teacher is then given onsite assistance and support to become a highly effective teacher.

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

All teachers with less than three years in the District are assigned a mentor teacher within the grade level. The mentor teacher assists with common board information, instructional strategies, lesson plan development, behavior management, parental involvement, and motivation etc.

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

Core instructional materials and resources are vetted and adopted by a team of teachers and administrators across the district. This team selects standards-based programs based on the majority vote of that team. The instructional programs selected are vetted by the state and placed on the textbook adoption lists.

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

The students are given pre-test to determine where they are academically. Students are then placed in small groups based on their ability level and given instruction based on their individual needs. Data is monitored monthly, which allow for students to move through fluid groups as progress is made.

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 type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

Standards-based instruction for students and weekly strategy-focused professional development and PLC meetings for teachers in grades K-5, allow the teams to stay abreast of student growth and achievement throughout the year.

Strategy Rationale

Differentiated instruction allows for students to receive instruction tailored to their own individual needs, which allows for continuous improvement for each student.

Person(s) responsible for monitoring implementation of the strategy

Williams, Parish, williamsp@gcpsmail.com

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

Data is collected weekly and analyzed by teachers and administrators, bi-weekly.

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

HES continues to implement our district's transition plan for students. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The District Headstart Program Specialist coordinates the curriculum and provides resources to classrooms to prepare two and three year olds developmentally for school. Headstart funds are coordinated with Title I funds to meet student needs. The Pre-K Early Childhood Program prepares students for a seamless transition to kindergarten. The Pre-K decided has decided to adopt the new district reading program Journeys as its new Reading Curriculum to create curriculum continuity between grade levels in the area of literacy.

Vertical articulation meetings between the 5th and 6th grade teachers at the middle school. This allows for teachers to plan transitional strategies for students for the upcoming school year. Dialogue will include developing strategies that will focus on the academic strengths and weaknesses; and, the social and emotional needs of the current 5th grade cohort. Middle school teachers will be asked to share the curriculum demands of 6th grade students in order to create a seamless transition, thus increasing the probability of yielding success for all incoming students. The New Florida Standards have made academic transition more coherent by design, as the new curriculum framework includes a natural progression of skills across grade levels.

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

Goals Summary

- G1.** If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

Goals Detail

G1. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

Quick Keys: Goal: G041814

Targets Supported

Indicator	Annual Target
% teachers with advanced degrees	45.0
% ESOL endorsed Teachers	58.0
% reading endorsed	32.0
% National Board Certified	0.0
% Highly Qualified Teachers	94.0

Resources Available to Support the Goal

- Journeys- Write In Readers, Leveled Readers, Reader's Notebooks, Student anthologies, and Write Smart Acaletics - Quick Picks and Content Strand Reviews Go Math Florida Kaldeiscope Early Interventions In Reading Florida Interactive Science New Instructional Leadership Determined Staff DOE Differentiated Accountability Support Smart Board Wifi Ameri-Corp Staff After School Programs Foster Grandparents ETO District Staff District Reading Coach

Targeted Barriers to Achieving the Goal

- Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers
- The school has lacked consistent effective leadership

<i>Plan to Monitor Progress Toward the Goal</i>	
Students- Teacher Data Chats Teacher- Principal Data Chats (using the Reflective Data Analysis form)	
Person Responsible	Parish Williams
Schedule	Quarterly, from 8/19/2014 to 5/19/2015
Evidence of Completion	Student Grade Reports Quarterly

<i>Plan to Monitor Progress Toward the Goal</i>	
students are showing growth in all content areas using formal and informal assessments	
Person Responsible	Parish Williams
Schedule	Monthly, from 10/1/2014 to 5/1/2015
Evidence of Completion	Formal and informal assessments

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

G1.B3 Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers

G1.B3.S1 To increase knowledge of new Florida Standards

Quick Keys: Goal: G041814, Barrier: B113160, Strategy: S124632

Strategy Rationale

Action Step 1	
Provide PD for unwrapping standards, discuss the instructional implications and develop appropriate strategies for student learning.	
Person Responsible	Zola Akins
Schedule	On 10/8/2014
Evidence of Completion	sign in sheets, agenda

Action Step 2	
Develop model classrooms at each grade level to foster peer to peer coaching	
Person Responsible	Parish Williams
Schedule	Quarterly, from 11/3/2014 to 5/29/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G1.B3.S1	
Teachers will meet during grade level meetings to plan for using new Florida Standards	
Person Responsible	Zola Akins
Schedule	Weekly, from 10/15/2014 to 5/15/2015
Evidence of Completion	agendas, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1	
walkthroughs with administrative team and ETO team	
Person Responsible	Parish Williams
Schedule	Weekly, from 11/10/2014 to 5/29/2015
Evidence of Completion	observations and walkthrough documents

Plan to Monitor Effectiveness of Implementation of G1.B3.S1	
Administrative team will conduct classroom walkthroughs	
Person Responsible	Parish Williams
Schedule	Weekly, from 10/22/2014 to 5/22/2015
Evidence of Completion	observations, lesson plans,

G1.B6 The school has lacked consistent effective leadership

G1.B6.S1 To establish a collaborative organization for leadership.

Quick Keys: Goal: G041814, Barrier: B113169, Strategy: S125966

Strategy Rationale

Action Step 1	
Create a school based leadership team	
Person Responsible	Parish Williams
Schedule	Weekly, from 8/7/2014 to 5/20/2015
Evidence of Completion	Meeting agenda, minutes, and sign in sheets

Action Step 2	
Develop a master calendar/schedule that includes common planning, PLCs, SAC, co-teaching which foster collaboration and among faculty, staff and stakeholders	
Person Responsible	Parish Williams
Schedule	On 7/28/2014
Evidence of Completion	Master schedule, calendar, agendas, grade level notebooks

Plan to Monitor Fidelity of Implementation of G1.B6.S1	
Develop master calendar of SBLT meetings and discriminate among faculty and staff	
Person Responsible	Parish Williams
Schedule	On 8/27/2014
Evidence of Completion	Calendar

Plan to Monitor Fidelity of Implementation of G1.B6.S1	
Administrative team will attend grade group meetings	
Person Responsible	Parish Williams
Schedule	Monthly, from 9/2/2014 to 5/29/2015
Evidence of Completion	Meeting notes and agendas

<i>Plan to Monitor Effectiveness of Implementation of G1.B6.S1</i>	
Faculty Survey	
<i>Person Responsible</i>	Mathella Gibson
<i>Schedule</i>	Semiannually, from 10/3/2014 to 5/8/2015
<i>Evidence of Completion</i>	data from survey

<i>Plan to Monitor Effectiveness of Implementation of G1.B6.S1</i>	
Administrative team will review data notebooks, lesson plans, common planning/PLC sign in sheets	
<i>Person Responsible</i>	Zola Akins
<i>Schedule</i>	Monthly, from 8/27/2014 to 5/22/2015
<i>Evidence of Completion</i>	document review form

Professional Development

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

G1. If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

G1.B3 Lack of skills and knowledge implementing new core reading program, guidance and autonomy for teachers

G1.B3.S1 To increase knowledge of new Florida Standards

PD Opportunity 1

Provide PD for unwrapping standards, discuss the instructional implications and develop appropriate strategies for student learning.

Facilitator

DA/ETO team

Participants

Faculty and Staff

Schedule

On 10/8/2014

Evidence of Completion

sign in sheets, agenda

PD Opportunity 2

Develop model classrooms at each grade level to foster peer to peer coaching

Facilitator

ETO team

Participants

teachers specified for model classrooms

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

G1.B6 The school has lacked consistent effective leadership

G1.B6.S1 To establish a collaborative organization for leadership.

PD Opportunity 1

Create a school based leadership team

Facilitator

Ann Selland

Participants

SBLT members

Schedule

Weekly, from 8/7/2014 to 5/20/2015

Evidence of Completion

Meeting agenda, minutes, and sign in sheets

PD Opportunity 2

Develop a master calendar/schedule that includes common planning, PLCs, SAC, co-teaching which foster collaboration and among faculty, staff and stakeholders

Facilitator

DA Staff

Participants

Faculty and ETO

Schedule

On 7/28/2014

Evidence of Completion

Master schedule, calendar, agendas, grade level notebooks

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.	0
Grand Total	0

Goal 1: If we increase the effectiveness of explicit, standard-based instruction through collaboration, then we will increase proficiency in all content areas to the 51st percentile by the end of 2014-2015 school year.

Description	Source	Total
B5.S1.A2 - None		0
Total Goal 1		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

St. Johns Elementary School

4463 BAINBRIDGE HWY

Quincy, FL 32352

850-627-3442

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of St. John Elementary School is to empower students to become critical, creative thinkers who are destined for global success.

Provide the school's vision statement

We will collaboratively create an environment that provides challenging experiences with reading, mathematics, writing, science, and technology interspersed throughout the curriculum in order to accomplish our mission of building a brighter future.

School Environment

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

Our school will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, at appropriate grade levels including but not limited to:

Our school will continue to celebrate Hispanic, African American, women, and Veteran contributions in a variety of ways including cultural expos. We will also provide cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). We provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. Emphasis are placed on identifying and engaging school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.

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

At St. John, we believe that school safety is paramount. We have taken an array of steps to ensure student safety on our campus. Each day, students are required to dress in specific uniform colors. This allows teachers and staff to readily identify intruders. In addition, staff members have picture ID tags that they are encouraged to wear daily. We also invested in the Raptor system which is a system that allows us to screen visitors before allowing them access to our campus. Signage are posted around the campus in English and Spanish regarding our parent and visitor expectations. Students are greeted each morning by school staff, Americorps members, and volunteers to ensure student safety. Staff members monitor the hallways and corridors throughout the school day. Emergency safety drills are performed sporadically throughout each month. Character education classes are offered to all of our students and anti-bullying lessons are shared.

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

*Teachers are trained in effective classroom management strategies

*Teachers are trained how to differentiate instruction in order to meet the needs of all students. Teachers will actively convey and review expectations for each learning activity.

*There is a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the behavior standards: Learning Strategies, Self-

Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

*Student Study Team (SST) meets weekly to discuss students with barriers to academic and social success;

*Mentors (i.e. Americorps) are assigned daily to support students;

*Instruction through guidance department and various campus activities that address social/emotional needs of students;

*Connect students to agencies who have Cooperative Agreements for individual or group counseling (CCYS, Turn About, etc);

*Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to:

(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention),

(3) Evaluate your intervention and evolve (Evaluation).

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

A PIP has not been uploaded for this school.

Description

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

St. John Elementary School has built a strong alliance with our community and faith-based partners and collaborates in various ways. Volunteers and mentors support our school by serving as greeters, motivators, classroom teacher support and in by providing our kids with school supplies, clothes, snacks, etc. We continue this alliance by providing our faith-based partners with first hand information and trainings regarding educational and technological trends.

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	Email
Stokes, Maurice	Principal	stokesm@gcpsmail.com
Dixon, Abbye	Assistant Principal	dixona@gcpsmail.com
Hagins, Cynthia	Guidance Counselor	haginsc@gcpsmail.com
Rollinson, Latonya	Instructional Media	rollinsonl@gcpsmail.com
Dallas, Katherine	Teacher, ESE	dallask@gcpsmail.com

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Administrators and lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School counselor and ESE teacher generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, state assessment scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

St John Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit

St John Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

St John Elementary School coordinates with Title II, Part A to optimize professional development

opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

St John Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

St John Elementary School participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

Funding from the School Improvement grant also supports a differentiated accountability team to provide additional support with professional development opportunities, classroom walkthroughs, teacher evaluations, data analysis, and progress monitoring at the school to meet the goals of the school improvement plan and the district improvement and assistance plan.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive

funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maurice D. Stokes	Principal
Delores Fields	Education Support Employee
Queen Thomas	Business/Community
Gwen Forehand	Parent
Nathaniel Swatts	Parent
Esmeraldo Velasco	Parent
Cynthia Hagins	Education Support Employee
Georgette McNelson	Teacher
Angela Canty	Business/Community
Cythia Kenon	Parent

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

The School Advisory Counsel meet bi-monthly to review school improvement needs, at the end of 2014 school year the SAC team meet to evaluate the school improvement plan.

Development of this school improvement plan

The process utilized for writing this plan included collaboration efforts of representatives from the school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. During the Summer 2014, the School Leadership Team received, analyzed, and distributed the student performance results of the 2014 FCAT Assessment. After an in-depth study of the data, the School decided to continue utilizing the Florida Continuous Improvement Model (FCIM) and Common Core State Standards to achieve overall school improvement.

Prior to submission of the School Improvement Plan to the School Board, the plan must contain the approval signatures of the building principal and signature of the School Advisory Council Chairperson. The school improvement plan will be presented to the Gadsden County School Board and the School Advisory Council Members.

Preparation of the school's annual budget and plan

Th SAC will meet to develop and disseminate funds for students' needs, school incentives, and professional development.

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

School Improvement fund were not allocated by FLDOE for the 2013-2014 academic year.

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	Email
Rollinson, Latonya	Instructional Media	rollinsonl@gcpsmail.com
Dixon, Abbye	Assistant Principal	dixona@gcpsmail.com
Dallas, Katherine	Teacher, ESE	dallask@gcpsmail.com
Stokes, Maurice	Principal	stokesm@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The team will work to ensure that Journey's is fully implemented and that all instruction is align with the Florida Standards (Grades K-5). The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery.

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

St. John Elementary School supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats, support for beginning teachers, and common grade level planning periods. Teachers will also benefit from book studies, vertical and horizontal articulation.

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

St. John's administration will utilize the district's application tracking system to interview highly qualified people. In addition, the administration will provide incentives for high student achievement as a means of retaining highly qualified personnel through professional reading material, professional organization affiliations, etc. In addition, the administration will continue the empowerment of teachers in professional decision making. Administration will continue to assist teachers in becoming reading, ESE, and ESOL endorsed while encouraging teachers to participate in trainings to increase skill and knowledge base.

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

Teachers will mentored by highly-certified and qualified teachers. The teacher will provide ongoing peer observation, modeling, and mentoring. The mentoring will include assisting with developing effective lesson plans, classroom management, teacher ethics and professionalism.

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

St. John Elementary School uses district adopted mathematics and English/Language Arts instructional programs from a state adopted instructional material which are aligned with the LAFS and MAFS.

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

St. John Elementary School uses on-going progress monitoring to assess weekly skills covered through core instruction. Differentiated instruction is employed to address the needs of all students. Disaggregated data is used to drive instruction and determines weekly intervention.

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 type: Extended School Day

Minutes added to school year: 7,200

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

St. John Elementary School offers an abbreviated after-school program to 3rd through 5th grade students.

Strategy Rationale

The purpose of the program is to provide students with additional support in mathematics, English/Language Arts, and science to increase proficiency.

Person(s) responsible for monitoring implementation of the strategy

Stokes, Maurice, stokesm@gcpsmail.com

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

District and school progress monitoring will continue to be used.

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

There are currently 2 Pre-K classes on campus funded by Title I and VPK.

Readiness:

We will refer to individual students' Learning Accomplishment Profile (LAP-R) and the Pre-K

Assessment System to determine students' readiness to go into kindergarten.

Transition:

We will invite Pre-K parents out for a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum and discipline. They will meet the principal and special area teachers as well. The last week of school the pre-K classes will divide students into the three kindergarten classes and attend lunch and special area classes with them. We will also gather informational materials pertaining to this transition from the district's Pre-K office and share them with parents. We will evaluate the success of these efforts by monitoring these students during the early weeks of school through teacher documentation of student performance and adjustment.

Teacher Professional Development:

Pre-K teachers are trained in conjunction to other teachers regarding the Common Core State Standards. They are expected to infuse some of the standards into the Pre-K curriculum to be used with students performing at or above grade level.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, student performance in reading, writing, mathematics, and science as measured by 2014-2015 state assessment will meet or exceed 60% proficiency as compared to other elementary schools with similar demographics in the state.

Goals Detail

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, student performance in reading, writing, mathematics, and science as measured by 2014-2015 state assessment will meet or exceed 60% proficiency as compared to other elementary schools with similar demographics in the state.

Quick Keys: Goal: G049148

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	57.0
AMO Targets Math - All Students	71.0

Resources Available to Support the Goal

- Professional development opportunities
- Supplemental materials
- Strategic instruction

Targeted Barriers to Achieving the Goal

- The lack of effective instructional planning

<i>Plan to Monitor Progress Toward the Goal</i>	
District progress monitoring tools will show a positive trend	
Person Responsible	Maurice Stokes
Schedule	Quarterly, from 10/2/2014 to 5/21/2015
Evidence of Completion	District baseline, midterm and of year assessments

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, student performance in reading, writing, mathematics, and science as measured by 2014-2015 state assessment will meet or exceed 60% proficiency as compared to other elementary schools with similar demographics in the state.

G1.B1 The lack of effective instructional planning

G1.B1.S1 Systematized meetings, bi-weekly data meetings

Quick Keys: Goal: G049148, Barrier: B122837, Strategy: S134767

Strategy Rationale

Data meeting are inconsistent for specific out comes

Action Step 1	
Establish systematic grade group meeting. Develop a protocol for data planning meeting bimonthly and grade level planning meetings weekly. Administration will hold a high level of accountability for the implementation of the meeting discussions and planning.	
Person Responsible	Maurice Stokes
Schedule	Biweekly, from 10/2/2014 to 5/21/2015
Evidence of Completion	Protocol, school calendar, agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Administration will attend data planning meeting and grade level planning meeting	
Person Responsible	Abbye Dixon
Schedule	Biweekly, from 10/2/2014 to 5/21/2015
Evidence of Completion	Protocol meetings notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
. We look to increase performance on progress monitoring data, (formative common assessments)	
Person Responsible	Maurice Stokes
Schedule	Monthly, from 10/2/2014 to 5/21/2015
Evidence of Completion	Progress monitoring data

Professional Development

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

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, student performance in reading, writing, mathematics, and science as measured by 2014-2015 state assessment will meet or exceed 60% proficiency as compared to other elementary schools with similar demographics in the state.

G1.B1 The lack of effective instructional planning

G1.B1.S1 Systematized meetings, bi-weekly data meetings

PD Opportunity 1

Establish systematic grade group meeting. Develop a protocol for data planning meeting bimonthly and grade level planning meetings weekly. Administration will hold a high level of accountability for the implementation of the meeting discussions and planning.

Facilitator

School administration, DA Support, ETO, FSU College of Education

Participants

Teachers

Schedule

Biweekly, from 10/2/2014 to 5/21/2015

Evidence of Completion

Protocol, school calendar, agenda

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description

Grand Total

Total

0



2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Stewart Street Elementary School

749 S STEWART ST

Quincy, FL 32351

850-627-3145

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Stewart Street Elementary School's mission is to provide all students with opportunities for quality learning and the necessary support to ensure academic acceleration, consistent demonstration of appropriate social behavior, and continuous personal improvement. Excellence and a desire to learn will become a way of life.

Provide the school's vision statement

Stewart Street Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical thinking skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening, and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

School Environment

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

Stewart Street Elementary School (SSES) has built a culture of respect for students we serve. School staff is provided insight of students' cultural needs as assessed by the school climate and language surveys. We take a personal interest in the well-being of our students and their families. The school has an open door policy and welcomes parents to visit our campus. Positive relationships are established as we make every effort to communicate regularly. Parent Expos, PTA/SAC meetings, and school-wide assemblies are held to keep families abreast of the new Florida Standards and students' academic progress.

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

SSES has the following procedures in place to ensure that students feel safe and respected before, during, and after school:

- School staff meets students as they arrive in the morning and leave in the afternoon.
- School staff monitors the hallway, cafeteria, and corridors as students move about on campus.
- Visitors are screened using the Raptor system.
- Monthly emergency drills are performed.
- Guidance counselor conducts character education classes and host assemblies to discourage bullying.

In addition to the aforementioned procedures, the school's security gate helps us to keep intruders off campus.

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

Stewart Street Elementary adheres to the District's Student Code of Conduct to reduce disruptions during instructional time. Additionally, each teacher has in place behavioral management systems which clearly convey expected conduct for students to display.

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

The guidance counselor is available to all students if counseling services are needed. Also, we have additional help from outside resources such as social workers, psychologists, and counselors that are capable of providing one-on-one counseling if considered necessary. Teachers, staff, and volunteers serve as mentors on a daily basis.

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

Stewart Street Elementary School early warning system indicators are attendance of students below ninety percent and students who have received one or more out of school suspensions.

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	Students
Attendance below 90 percent	3	11
Attendance below 90 percent	4	6
Attendance below 90 percent	5	8
	Total	25
One or more suspensions	5	3
	Total	3
	Total	
	Total	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	5	3
	Total	3

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

Stewart Street Elementary School implements several intervention strategies to improve the academic performance of students identified by the early warning system. Parents receive phone calls by the teachers to support early absentee warnings, followed by parent conferences if needed. Parents also are sent written documentation via certified mail explaining district school attendance policies. In addition, the district social worker provides assistance in making contact with parents to deter excessive absentees of students.

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

<https://www.floridacims.org/documents/56818>

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 school works closely with faith-based partners, community organizations, businesses, and Gadsden County Schools Parent Services office to secure resources that are utilized to support the school and student achievement. Volunteers, Mentors, and Classroom Grandparents support academics, extra-curricular activities, and school-wide programs.

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	Email
Robinson, Ms. Lisa	Principal	robinsonl@gcpsmail.com
Harris, Robert	Guidance Counselor	harrisr@gcpsmail.com
Green, Kimmi	Teacher, K-12	greenk@gcpsmail.com
Redding, Sylvia	Teacher, K-12	reddings@gcpsmail.com
Germany, Christopher	Teacher, K-12	germanyc@gcpsmail.com
Toussaint, Karen	Teacher, K-12	toussaintk@gcpsmail.com
Pruitt, Shonda	Teacher, K-12	pruitts@gcpsmail.com
Walker, Moneek	Teacher, K-12	walkerm@gcpsmail.com
Youmans, Mildred	Instructional Media	clemonsm@gcpsmail.com
Harris, Clurie	Assistant Principal	claryc@gcpsmail.com

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct

observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, iReady and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs. Stewart Street Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Stewart Street coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Stewart Street coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point

averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Stewart Street Elementary has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Stewart Street participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Robinson	Principal
Dorothy Thomas	Parent
Carolos Redding	Business/Community
Sandra Woods	Parent
Dorothy Dennis	Parent
Altagracia Manzanarez	Parent
Calandra Robinson	Parent
Brandy Dudley	Parent
Samantha Love	Parent
Shonda Pruitt	Teacher
Gracie Powell-Jones	Teacher
Karen Toussaint	Teacher
Moneek Walker	Teacher
Maria Torres	Parent

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

During our initial School Advisory Council meeting key stakeholders of the school reviewed last year's school improvement plan, discussed its effectiveness, and made informed decisions of strategies to implement to alleviate challenges that may arise.

Development of this school improvement plan

The SAC assists in the preparation of the annual budget and in the development and evaluation of the school improvement plan. Quarterly meetings are held so that members are able to monitor the SIP and provide input during the decision making process.

Preparation of the school's annual budget and plan

The School Advisory Council will meet to develop and disseminate funds for students' needs, professional development, and school incentives.

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

The SAC has allocated \$28,000 to fund the after school program that will serve students in the 3rd through 5th grades. The allocated amount will be used to pay stipends for eight instructional positions. In addition, \$2,500 has been allocated to purchase classroom supplies and materials for the after school program.

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

No

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	Email
Robinson, Ms. Lisa	Principal	robinsonl@gcpsmail.com
Harris, Clurie	Assistant Principal	claryc@gcpsmail.com
Youmans, Mildred	Instructional Media	clemonsm@gcpsmail.com
Redding, Sylvia	Teacher, K-12	reddings@gcpsmail.com
Pruitt, Shonda	Teacher, K-12	pruitts@gcpsmail.com
Germany, Christopher	Teacher, K-12	germanyc@gcpsmail.com
Toussaint, Karen	Teacher, K-12	toussaintk@gcpsmail.com

Duties***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year are to implement ELA instruction in accordance with the new Florida standards and engage in ongoing literacy professional development. The school also participates in district literacy initiatives.

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

Stewart Street Elementary supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats in grade group meetings, and supporting the needs of beginning teachers through peer mentoring.

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

Stewart Street Elementary school in cooperation with the district collectively and individually utilizes the following strategies to recruit and retain highly qualified teachers.

1. Participates in district recruitment fairs
2. Utilizes the various media to recruit highly qualified teachers
3. Provide on site training for teachers to assist in them becoming more proficient and effective.
4. Encourage teachers to utilize the district reimbursement system to assist in becoming highly qualified.
5. Assist teachers in becoming reading/ESE and ESOL endorsed,
6. Encourage teachers participation in paid summer training to increase skills and knowledge base as well as increase income.
7. Create pools to attract highly qualified teachers
8. Work closely with teacher's bargaining unit to identify ways to offer differentiated and performance pay.
9. Provide incentives for HQ teachers to serve as mentors for new teachers.

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

Highly effective teachers are paired with novice teachers to assist them with research based practices to implement instructional delivery methods, classroom management, and transitioning in the process to promote students' academic achievement. All novice teachers are required to participate in the district beginning teacher program. Professional development is provided on a continuous basis.

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

Stewart Street Elementary uses district adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida Standards.

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

Stewart Street Elementary use a data driven approach coupled with methods of differentiated instruction in order to meet the diverse learning needs of all students. Diagnostic assessments are given in core subjects and data from these assessments are utilized to drive instructional focus on skills that must be achieved for mastery of Florida standards. Ongoing progress monitoring is used, data is assessed in weekly data chat meetings and informed decisions are made on how to best implement effective research based practices to ensure academic growth. To ensure that no child is left behind we support students as individual learners by using MTSS and RTI process.

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 type: After School Program

Minutes added to school year: 2,400

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Stewart Street Elementary Extended Learning Day Tutorial Program is to provide students in grades 3- 5 with resources from Communities In Schools of Gadsden County that will promote the development of skills essential to matriculating through school.

Strategy Rationale

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

Person(s) responsible for monitoring implementation of the strategy

Robinson, Ms. Lisa, robinsonl@gcpsmail.com

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

District wide progress monitoring assessments will be used to assess effectiveness. After school staff will meet periodically to analyze data, and make informed instructional decisions.

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

Stewart Street Elementary has a Pre-K program which is geared toward assisting young children in making a successful transition from home or other child care programs, as well as from one grade level to the next. Children are provided age-appropriate activities and experiences that promote social and academic growth, which are essential to their overall development.

The Pre-K coordinator, principal, teachers, staff, and parents meet regularly to discuss provisions for activities and services to address the needs of the children and facilitate learning. A Pre-K Parent Orientation Day is scheduled during August to plan activities for children and their families and disseminate information concerning the program.

Pre-K teachers make home visits to meet with families as part of the transition process. In addition, parents are invited to visit their child's classroom in order to keep abreast of their progress. Pre-K Headstart resource teachers administer regular assessments to children for the purpose of collecting baseline data and monitoring developmental skills. Vertical articulation between pre-kindergarten and kindergarten teachers ensures a continuum of core knowledge standards.

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

n/a

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

n/a

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

n/a

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

School Improvement Goals

Goals Summary

- G1.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.
- G2.** Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%.

Goals Detail

G1. Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.

Quick Keys: Goal: G054915

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	81.0

Resources Available to Support the Goal

- Florida Assessments for Instruction in Reading (FAIR)
- FCAT Explorer
- Comprehension Instructional Sequence (CIS) Module
- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- District Assessments
- i-Ready
- CPALMS

Targeted Barriers to Achieving the Goal

- Limited Professional Development
- Limited and/or inadequate technology

Plan to Monitor Progress Toward the Goal	
FCIM, District Assessments, Core Curriculum Assessments, FAIR data, and iReady reports	
Person Responsible	Ms. Lisa Robinson
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.

G2. Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%.

Targets Supported

Quick Keys: Goal: G054917

Indicator	Annual Target
FCAT 2.0 Science % Proficient	75.0

Resources Available to Support the Goal

- FCAT Explorer
- Core Curriculum
- Supplemental resources provided by the Core Curriculum i.e. Untamed Science Videos
- Science Lab Activities

Targeted Barriers to Achieving the Goal

- Limited hands on experiments
- Lack of prior knowledge of Science

<i>Plan to Monitor Progress Toward the Goal</i>	
Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	
Person Responsible	Clurie Harris
Schedule	Quarterly, from 8/29/2014 to 5/29/2015
Evidence of Completion	STEM participation and field trip itineraries.

<i>Plan to Monitor Progress Toward the Goal</i>	
Person Responsible	
Schedule	
Evidence of Completion	

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.

G1.B1 Limited Professional Development

G1.B1.S1 To reduce barriers of limited of professional development teachers will utilize PD360, an online professional development model, developed to increase teachers' knowledge of various skills and strategies to enhance instruction. In addition the use of PAEC, modeling from lead teachers, CPALMS, support from the literacy leadership team, and site visits to other schools for modeling of best practices will assist with limitations caused by this barrier.

Quick Keys: Goal: G054915, Barrier: B138303, Strategy: S150289

Strategy Rationale

PD360 along with other resources will allow instructors to have continuous and readily accessible professional development.

Action Step 1	
Ongoing Professional Development Opportunities	
Person Responsible	Ms. Lisa Robinson
Schedule	Biweekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Ongoing professional development opportunities.	
Person Responsible	
Schedule	
Evidence of Completion	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Ongoing professional development opportunities.	
Person Responsible	
Schedule	
Evidence of Completion	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

G1.B2 Limited and/or inadequate technology

G1.B2.S1 Secure Title 1 funds to update technological needs, frequent support from district personnel to ensure computers are operable, and develop an on-site technological team that will address needs for equipment currently in use.

Quick Keys: Goal: G054915, Barrier: B138304, Strategy: S150290

Strategy Rationale

Securing Title 1 funding allows for the purchasing and maintaining of technology.

Action Step 1	
Budgeting funds from Title I	
Person Responsible	Ms. Lisa Robinson
Schedule	Annually, from 8/29/2014 to 5/29/2015
Evidence of Completion	Budget allocation for technology and on-site technology task notebook

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Monitor use of technology within daily instruction	
Person Responsible	
Schedule	
Evidence of Completion	On site task notebook, daily classroom walkthroughs, data notebooks, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Monitoring use of technology within daily instruction	
Person Responsible	
Schedule	
Evidence of Completion	Data notebook, classroom walkthroughs, lesson plans, teacher evaluations, technology team task notebook

G2. Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%.

G2.B1 Limited hands on experiments

G2.B1.S1 Secure Title 1 funding for an adequate Science Lab.

Quick Keys: Goal: G054917, Barrier: B138306, Strategy: S150293

Strategy Rationale

Through the use of hands on experiments, students engage in real world applications in all aspects of science allowing them to make connections with their environment.

Action Step 1	
Allocate funds for Science.	
Person Responsible	Ms. Lisa Robinson
Schedule	Annually, from 8/29/2014 to 5/29/2015
Evidence of Completion	Budget

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G2.B2 Lack of prior knowledge of Science

G2.B2.S1 Increase the time of Science instruction.

Quick Keys: Goal: G054917, Barrier: B138307, Strategy: S150295

Strategy Rationale

By increasing the science instruction in all grade levels, students will come equipped with the prior knowledge needed to be proficient learners.

Action Step 1	
Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	
Person Responsible	Ms. Lisa Robinson
Schedule	Daily, from 8/29/2014 to 5/29/2015
Evidence of Completion	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

G2.B2.S2 Educational field trips

Quick Keys: Goal: G054917, Barrier: B138307, Strategy: S150296

Strategy Rationale

Educational field trips allows students' to experience science beyond the classroom, and provides a culminating activity for big ideas.

Action Step 1	
Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	
Person Responsible	
Schedule	
Evidence of Completion	STEM participation and field trip itineraries.

Action Step 2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G2.B2.S2	
Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	
Person Responsible	
Schedule	
Evidence of Completion	STEM participation and field trip itineraries.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2	
Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	
Person Responsible	
Schedule	
Evidence of Completion	STEM participation and field trip itineraries.

Professional Development

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

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Havana Middle School
1210 KEMP RD
Havana, FL 32333
850-662-2750
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Havana Middle School is to inspire and empower students to excel both academically and socially and prepare them to become productive citizens and future leaders.

Provide the school's vision statement

The vision of Havana Middle School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic curriculum that will prepare students to become productive citizens and future leaders.

School Environment

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

Havana Middle School offers many opportunities for teachers and students to build relationships. Our school's climate survey and language survey help to provide a snapshot of our students' cultural needs. During core subject area instruction, students are allowed to include their real world experiences to enhance the lesson and offer various cultural perspectives. Core subject area teachers are required to include real world applications during instruction daily. Teachers make an effort to include students' interest in enhancing the relevancy of these experiences. In addition, our school acknowledges the following: History of Holocaust, History of African and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans. Due to our small school setting, teachers establish and maintain a positive rapport with students daily and beyond matriculation to the next grade level.

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

Havana Middle School ensures the following activities take place daily to guarantee students feel safe and respected before, during, and after school:

- 1) School staff meets students as the buses arrive in the morning and load in the afternoon;
- 2) School staff monitors and directs a safe drop-off and pick-up operation for car riders;
- 3) All visitors are screened via the Raptor system;
- 4) School staff monitors the cafeteria during breakfast and lunch;
- 5) Guidance counselor provides bullying assemblies on a quarterly basis;
- 6) School staff monitors the hallways and corridors during transition of classes;
- 7) Monthly emergency drills are conducted; and
- 8) Resource officer provides character education classes during special area classes twice a week.

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

Havana Middle School adheres to the district's Student Code of Conduct to ensure there are minimal disruptions during instructional time. Additionally, all teachers have a clear set of rules and expectations for students to follow. When a student commits an infraction, the teacher follows the established guidelines set forth in the Student Code of Conduct. All teachers participate in a mini-in-service during preplanning that addresses the district's Student Code of Conduct.

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

The guidance counselor is available to all students if counseling services are needed. The guidance counselor has created a form for teachers to identify and request services in order to meet the needs of our students. Also, additional outside counseling services such as social workers and psychologists are available to provide one-on-one counseling if deemed necessary. Teachers and volunteers serve as mentors on a daily basis. College students from area universities and colleges serve as mentors to assist students with homework, social or emotional needs.

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

The school adheres to the district's Response to Intervention (RTI) plan and uses Performance Matters and Skyward systems to identify those students who have daily attendance below 90%, have been suspended one or more times, have course failures in ELA or mathematics and who performed at level one on prior statewide assessments.

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	Students
Attendance below 90 percent	6	17
Attendance below 90 percent	7	33
Attendance below 90 percent	8	22
	Total	72
One or more suspensions	6	22
One or more suspensions	7	27
One or more suspensions	8	15
	Total	64
	Total	
Level 1 on statewide assessment	6	17
Level 1 on statewide assessment	7	18
Level 1 on statewide assessment	8	9
	Total	44

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	13
Students exhibiting two or more indicators	7	21
Students exhibiting two or more indicators	8	5
	Total	39

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

Havana Middle School employs several intervention strategies for students who exhibit early warning system indicators and they are as follows:

- 1) Parents receive phone calls on a daily basis that notify them of their child's absences and/or tardies. The social worker is also notified of excessive absences and asked to follow up to ascertain the reasons for the absences and offer ways to curb the unexcused absences;
- 2) A student study team meeting is held for students that are being suspended often and intervention strategies are discussed and utilized to improve student behavior;
- 3) Students who fail ELA and mathematics are enrolled in a credit recovery course; and
- 4) Students who fail the prior year's statewide ELA and/or mathematics standardized assessments are enrolled in a remedial course the following school year.

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

<https://www.floridacims.org/documents/56029>

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 administration at Havana Middle School seeks donations and volunteer participation from faith-based partners, community organizations, and business to assist with school projects and activities. The school has an active volunteer program in place that supports classroom learning, functions, and school-wide programs.

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	Email
Weeks, Kameelah	Instructional Coach	weeksk@gcpsmail.com
Jackson, Delshuana	Principal	jacksond@gcpsmail.com
Peterson , Cheryl	Teacher, ESE	smithcheryl@gcpsmail.com
Robinson, Portia	Guidance Counselor	portiaalline@gmail.com

Duties

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

Havana Middle School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions, and assume leadership roles. The Leadership Team consists of the principal, reading coach, resource teacher, and guidance counselor.

The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery. The reading coach is responsible for making certain the core English Language Arts (ELA) program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students needs are being met. The reading coach develops and provides inservice to all teachers. In addition, she oversees the administration of FAIR and district-level assessments. The resource teacher is responsible for checking that struggling students are receiving the necessary accommodations to ensure they are successful in all core subject areas. She certifies that student Individual Education Plans (IEPs) are current and followed with fidelity. The guidance counselor provides a comprehensive guidance program for all students that includes character education and social skills. She assists the principal in identifying early warning system indicators for students and provide intervention strategies when deemed necessary. The guidance counselor coordinates Student Study Team Meetings for students that are at risk behaviorally and academically. The Leadership Team meets and collaborates daily to ensure there is a well-balanced instructional program at Havana Middle School.

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

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Havana Middle School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of Parent Involvement Plans (PIPs) and Parent Expos where children and their parents come to the school for teacher conferences related to their grade reports.

Havana Middle School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Havana Middle School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL students are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and

non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless students will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are over age, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing dropouts and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Havana Middle School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists who work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Delshuana Jackson	Principal
Tynease Showers	Business/Community
Angela Hayes	Parent
Portia Robinson	Teacher
Bishop Jerome Showers	Business/Community
Shanterria Robinson	Parent
Felicia Forrest	Parent
Karen Holton-Hall	Parent
Kimberly Grant	Teacher
Pamela Bryant	Parent
Cheryl Peterson	Teacher
Lisa Steele	Parent
Sabrina Hill	Parent
Melisa Horton	Teacher
Kameelah Weeks	Teacher
Chandra Richardson	Teacher
Fert Richardson	Business/Community
Delshuana Jackson	Principal

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

At the initial School Advisory Council (SAC) meeting, the prior year's School Improvement Plan (SIP) evaluation was reviewed and members had the opportunity to provide suggestions and/or feedback.

Development of this school improvement plan

The School Advisory Council (SAC) is given the opportunity to review the current School Improvement Plan (SIP) and provide suggestions and/or feedback. The principal routinely engages SAC in quarterly data updates and the SAC provides input and suggestions for improvement.

Preparation of the school's annual budget and plan

The School Advisory Council will develop the budget for the Parental Involvement Plan (PIP) funds on December 3, 2014. The state has not issued School Improvement dollars for the 2014-2015 school year.

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

There were no School Improvement funds issued by the state during the 2013-2014 school year.

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	Email
Jackson, Delshuana	Principal	jacksond@gcpsmail.com
McCoy, Lela	Teacher, K-12	mccoysl@gcpsmail.com
Jones, Tanya	Teacher, K-12	jonest@gcpsmail.com
Horton, Melisa	Teacher, K-12	brownmelisa@gcpsmail.com
Brown, Alexandria	Teacher, K-12	browna@gcpsmail.com
Jefferson, Tracy	Teacher, K-12	jeffersont@gcpsmail.com
McNair, Cassandra	Teacher, ESE	mcnairc@gcpsmail.com
Cooper-Maclin, Stephanie	Teacher, K-12	maclins@gcpsmail.com
Sawyerr, Barbara	Teacher, K-12	sawyerrb@gcpsmail.com
Peterson, Cheryl	Teacher, ESE	smithcheryl@gcpsmail.com
Weeks, Kameelah	Teacher, K-12	weeksk@gcpsmail.com
Milton, Dierra	Teacher, K-12	miltond@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home. This is a continuous process throughout the entire school year.

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

A variety of strategies are used to encourage a positive working relationship between teachers at Havana Middle School. Bi-weekly departmental meetings are held to discuss data and curriculum. During departmental meetings, teachers are required to share strategies, resources, and materials that have proven to be successful in their classrooms. Additionally, teachers are given the opportunity to share concerns as it relates to curriculum and instruction. Teachers are encouraged to meet outside of departmental meetings to encourage additional collaboration. Teachers attend professional development activities in district and outside of the district and return to share the concepts/strategies with fellow colleagues. Weekly faculty meetings allow teachers to collaborate across grade levels and content areas.

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

In conjunction with the district's initiatives, our school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school are as follows: promote and host district recruitment fairs; create pool positions to attract the maximum number of qualified candidates; work with teacher

bargaining unit to identify ways to offer differentiated and performance pay; provide reimbursement for fees for college courses and certification test fees to become highly qualified; assist teachers in obtaining ESOL and reading endorsements; and provide paid summer trainings for teachers professional growth and inservice points toward recertification.

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

Our four beginning teachers have been paired with experienced mentors. Ms. Dierra Milton is paired with Ms. Portia Robinson. Ms. Robinson is a veteran teacher who has taught multiple grades at the secondary level. She has completed Clinical Educator Training. Ms. Alexandria Brown is paired with Ms. Cheryl Peterson. Ms. Cheryl Peterson is a veteran teacher that has taught various grade levels and has an extensive background in Exceptional Student Education (ESE). She has completed Clinical Educator Training. Mr. Christopher Alford and Mr. Abria Harris are paired with Ms. Kameelah Weeks. Ms. Kameelah Weeks is a veteran teacher and has elementary and secondary teaching experience. The mentors will hold regular mentor/mentee meetings to focus on the Florida Educator Accomplished Practices, as well as to assist the mentees as needed. In addition to the mentor support, new teachers meet with grade level teams for monthly meetings. The administration also meet with the new teachers on an as needed basis.

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

The District adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida Standards. Teachers are required to follow district-approved pacing guides for ELA and school-level pacing guides for mathematics. For progress monitoring purposes, the district's Educational Transformational Office (ETO) along with the assessment office provides baseline, interim, and post assessments for all core subject areas that are aligned to the Florida Standards.

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

Havana Middle School uses a data-driven approach to differentiated instruction in order to meet the needs of diverse learners. Beginning the first week of school, baseline assessments are administered in English Language Arts (ELA), mathematics, science, and social studies to determine students' strengths and weaknesses. The data from these assessments are utilized to create school level pacing guides. After the initial assessments, teachers focus on specific skills aligned to the pacing guides and assess students on a weekly or bi-weekly basis via mini-assessments. Students that do not achieve a score of seventy (70%) or higher on the mini-assessments are provided intervention via small groups with additional classroom instruction. Additionally, students that scored a level one (1) on the prior year's English Language Arts (ELA) statewide standardized assessment are enrolled in an intervention class for one hundred (100) minutes to receive additional instruction in reading and writing. In mathematics, low performing students are enrolled in an intervention class to receive fifty (50) minutes of additional instruction to include Acaletics Math Club. Math Club allows for the teacher to provide additional instruction in skills that students are struggling with during core instruction. The principal and reading coach monitor student data in all core areas to ensure students are sustaining and making growth. The data is reviewed weekly and action is taken immediately. For

example, if students display proficiency on an assessment, teachers are required to provide enrichment activities to extend the standard. Students who do not display proficiency on the assessment will be addressed via small group or in a one-on-one setting during intervention. The instructional plan is flexible to ensure the needs of all learners are met.

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 type: After School Program

Minutes added to school year: 25,200

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

The purpose of the 21st Century After School program is to provide extra remediation in the areas of reading, writing, mathematics, and science. Additionally, enrichment courses are provided to ensure all students receive a well-rounded education.

Strategy Rationale

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

Person(s) responsible for monitoring implementation of the strategy

Jackson, Delshuana, jacksond@gcpsmail.com

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

Data is collected and analyzed via the students' standardized assessment scores and report card grades in English Language Arts (ELA), mathematics, and science to determine the effectiveness of the extended learning program. The after-school program analyzes the data using a pre-test and post-design where the post-test data are statistically compared with pre-test data to determine the degree to which students have improved their performance over time. The first nine weeks' grades are compared with fourth nine weeks' grades in the same fashion.

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

Havana Middle School provides orientation for all incoming sixth graders during May. Students are afforded the opportunity to attend an assembly, tour the campus, and receive pertinent academic information to help ease the transition. The high school guidance counselor in our school's feeder pattern provides an orientation for incoming ninth graders that provides information regarding scheduling, extracurricular activities, transition, etc.

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

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

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

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

School Improvement Goals

Goals Summary

- G1.** Students will develop and implement methods of improving the overall school climate where the evidence will be a reduction in suspensions.
- G2.** Teachers will receive ongoing professional development on the various components of the Florida Standards.
- G3.** Classroom instruction in all subject areas will embody best practices for improving student achievement in English Language Arts (ELA), mathematics, science, and social studies as evidenced by teacher lesson plans and classroom observations.

Goals Detail

G1. Students will develop and implement methods of improving the overall school climate where the evidence will be a reduction in suspensions.

Quick Keys: Goal: G054923

Targets Supported

Indicator	Annual Target
Discipline incidents	75.0

Resources Available to Support the Goal

- Student Mentor Groups (Sons of Allen, Daughters of Havana, and Sharp Tops)
- Student Government Association
- Beta Club
- Anti-Bullying Assemblies
- Character Education Sessions

Targeted Barriers to Achieving the Goal

- Students will not make smart choices due to peer pressure.

<i>Plan to Monitor Progress Toward the Goal</i>	
The leadership will monitor disciplinary data entered into Skyward on a monthly basis. Particular attention will be given to those students participating in the leadership and character-based initiatives.	
Person Responsible	Portia Robinson
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Disciplinary Data Reports from Skyward, Progress Reports, and Report Cards

G2. Teachers will receive ongoing professional development on the various components of the Florida Standards.

Quick Keys: Goal: G054854

Targets Supported

Indicator	Annual Target
% effective teachers	75.0

Resources Available to Support the Goal

- Education Transformation Office (ETO)
- Reading Coach
- Florida Standards Item Specifications
- Florida Standards Assessment Portal
- Core Subject Area Textbooks
- Director of Human Resources and Staff Development

Targeted Barriers to Achieving the Goal

- Lack of varied professional development opportunities for teachers

<i>Plan to Monitor Progress Toward the Goal</i>	
Student assessment data, classroom walkthrough observation forms, teacher feedback, and lesson plans will be utilized to progress monitor goal.	
<i>Person Responsible</i>	Delshuana Jackson
<i>Schedule</i>	Daily, from 8/18/2014 to 5/29/2015
<i>Evidence of Completion</i>	Classroom Walkthrough Forms, Lesson Plans, and Assessment Data

G3. Classroom instruction in all subject areas will embody best practices for improving student achievement in English Language Arts (ELA), mathematics, science, and social studies as evidenced by teacher lesson plans and classroom observations.

Quick Keys: Goal: G054849

Targets Supported

Indicator	Annual Target
% Effective or Highly Effective Teachers	75.0

Resources Available to Support the Goal

- Ongoing professional development in effective instructional practices, core subject areas, Florida Standards/Next Generation Item Specifications
- Data-Driven Instruction
- Florida Standards/Next Generation Item Specifications
- Florida Standards Assessment Training Portal
- Florida Standards Training Tests
- Core Instructional Textbooks
- i-Ready Online Tutorials and Supplemental Workbooks

Targeted Barriers to Achieving the Goal

- Teachers lack the skills in implementing best practices in core content areas.
- Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain I in the instructional framework.

<i>Plan to Monitor Progress Toward the Goal</i>	
The progress toward meeting goal will be monitored via classroom walkthrough, lesson plans, and assessment data.	
Person Responsible	Delshuana Jackson
Schedule	On 9/15/2014
Evidence of Completion	Classroom Walkthrough Data, Lesson Plans, and Assessment Data (Weekly, Interim, and Post)

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will develop and implement methods of improving the overall school climate where the evidence will be a reduction in suspensions.

G1.B1 Students will not make smart choices due to peer pressure.

G1.B1.S1 Implement various character-based programs for students to participate in to yield an improved school climate.

Quick Keys: Goal: G054923, Barrier: B138341, Strategy: S150341

Strategy Rationale

Students' participation in the leadership and character-based initiatives will assist students in making better decisions and choices.

Action Step 1	
The leadership team will ensure at-risk students participate in various leadership and character-based initiatives.	
Person Responsible	Portia Robinson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Disciplinary Data Reports from Skyward, Student Sign-In Sheets, Agendas, Progress Reports, and Report Cards

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
The guidance counselor will develop a monthly scheduled activities and submit minutes to the leadership team.	
Person Responsible	Portia Robinson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Minutes, Agendas, Sign-In Sheets, and Student Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
The leadership team will monitor disciplinary referrals from students participating in leadership and character-based initiatives.	
Person Responsible	Portia Robinson
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Disciplinary Data Reports from Skyward, Progress Reports, and Report Cards

G2. Teachers will receive ongoing professional development on the various components of the Florida Standards.

G2.B3 Lack of varied professional development opportunities for teachers

G2.B3.S1 Ongoing Professional Development

Quick Keys: Goal: G054854, Barrier: B138318, Strategy: S150303

Strategy Rationale

Provide a means to meet the unique needs of our teachers via school-level professional development.

Action Step 1	
Teachers will receive professional development on the English Language Arts (ELA) and mathematics Florida Standards on a weekly basis.	
Person Responsible	Kameelah Weeks
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Agendas, Sign-In Sheets, Follow-Up Activities, Classroom Walkthroughs, and Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
The administration will devise a professional development calendar and meet with the reading coach weekly to discuss topics of exploration.	
Person Responsible	Delshuana Jackson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Agendas and Sign-In Sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
The administration will conduct classroom walkthroughs and look for evidence via lesson plans and instructional practices.	
Person Responsible	Delshuana Jackson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Classroom Walkthrough Forms, Lesson Plans, and Assessment Data

G3. Classroom instruction in all subject areas will embody best practices for improving student achievement in English Language Arts (ELA), mathematics, science, and social studies as evidenced by teacher lesson plans and classroom observations.

G3.B1 Teachers lack the skills in implementing best practices in core content areas.

G3.B1.S1 Ongoing Professional Development

Quick Keys: Goal: G054849, Barrier: B138154, Strategy: S150146

Strategy Rationale

Ongoing professional will engage teachers in analyzing the standards so that they can provide quality instruction. Additionally, it will encourage interdisciplinary collaboration and lesson planning.

Action Step 1	
The Leadership Team will provide professional development that specifically addresses best practices for teaching Florida Standards and meeting student needs.	
Person Responsible	Delshuana Jackson
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Agendas, Sign-In Sheets, and Follow-Up Activities

Action Step 2	
The Leadership Team will stay abreast of local and regional professional development offerings and make opportunities available for teachers to attend.	
Person Responsible	Delshuana Jackson
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Monitor Panhandle Area Educational Consortium, Florida Reading Association, National Reading Association and the Florida Department of Education websites

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
The principal will require weekly updates from the leadership team via emails in regards to professional development opportunities.	
Person Responsible	Delshuana Jackson
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Lesson Plans, Classroom Walkthroughs, Assessment Data (Weekly, Interim, and Post)

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
The Leadership Team will conduct classrooms walkthroughs and monitor lesson plans.	
Person Responsible	Delshuana Jackson
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Lesson Plans, Classroom Walkthroughs, Assessment Data (Weekly, Interim, and Post)

G3.B2 Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain I in the instructional framework.

G3.B2.S1 Professional Development will be provided on Domain 1 of the Marzano Framework.

Quick Keys: Goal: G054849, Barrier: B138155, Strategy: S150148

Strategy Rationale

Teachers will understand each indicator and how to use strategies to reach the desired effects to increase student achievement.

Action Step 1	
The Leadership Team will coordinate ongoing Marzano Instructional Framework professional development training.	
Person Responsible	Delshuana Jackson
Schedule	Monthly, from 9/8/2014 to 5/29/2015
Evidence of Completion	Agendas and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
The leadership team will be required to submit agendas, sign-in sheets, and minutes for planning meetings to ensure coordination of professional development.	
Person Responsible	Delshuana Jackson
Schedule	Weekly, from 9/15/2014 to 5/29/2015
Evidence of Completion	Agendas, Sign-In Sheets, and Minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
The Leadership Team will utilize classroom observation data to determine which design questions and elements from Domain 1 need the most support for additional professional development.	
Person Responsible	Delshuana Jackson
Schedule	Weekly, from 9/15/2014 to 5/29/2015
Evidence of Completion	Classroom Walkthrough Data, Lesson Plans, and Assessment Data (Weekly, Interim, and Post)

Professional Development

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

G2. Teachers will receive ongoing professional development on the various components of the Florida Standards.

G2.B3 Lack of varied professional development opportunities for teachers

G2.B3.S1 Ongoing Professional Development

PD Opportunity 1

Teachers will receive professional development on the English Language Arts (ELA) and mathematics Florida Standards on a weekly basis.

Facilitator

Kameelah Weeks and Delshuana Jackson

Participants

Teachers

Schedule

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

Evidence of Completion

Agendas, Sign-In Sheets, Follow-Up Activities, Classroom Walkthroughs, and Lesson Plans

G3. Classroom instruction in all subject areas will embody best practices for improving student achievement in English Language Arts (ELA), mathematics, science, and social studies as evidenced by teacher lesson plans and classroom observations.

G3.B1 Teachers lack the skills in implementing best practices in core content areas.

G3.B1.S1 Ongoing Professional Development

PD Opportunity 1

The Leadership Team will provide professional development that specifically addresses best practices for teaching Florida Standards and meeting student needs.

Facilitator

Kameelah Weeks and Delshuana Jackson

Participants

Teachers

Schedule

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

Evidence of Completion

Agendas, Sign-In Sheets, and Follow-Up Activities

PD Opportunity 2

The Leadership Team will stay abreast of local and regional professional development offerings and make opportunities available for teachers to attend.

Facilitator

Kameelah Weeks and Delshuana Jackson

Participants

Teachers

Schedule

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

Evidence of Completion

Monitor Panhandle Area Educational Consortium, Florida Reading Association, National Reading Association and the Florida Department of Education websites

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

James A. Shanks Middle School
1400 W KING ST
Quincy, FL 32351
850-875-8737
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of James A. Shanks is to provide a safe, nurturing and productive environment in which to educate all students in order to become responsible life-long learners who possess skills, knowledge and self-confidence needed to become college and/or career ready.

Provide the school's vision statement

James A. Shanks will create a culture of excellence by providing a rigorous, relevant curriculum for the development of skills necessary for students to compete in a dynamic, global and multicultural society with high expectations of all stakeholders.

School Environment

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

At James A. Shanks Middle School the expectations are established based on creating a culture of excellence that will help teachers and students reach their greatest potential. Our school learns about diverse cultures through school activities that develop cultural awareness. Also, our curriculum and daily assignments have cultural activities embedded in them to assist with enhancing our knowledge of diverse cultures.

We strive daily to build positive relationships between teachers and students. We have set a positive atmosphere, in which teachers and students can collaborate in a professional manner through weekly data chats and conferences to assist us as teaching and learning is monitored.

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

James A. Shanks Middle School (JASMS) provides a safe environment daily. The School Resource Officer (SRO), Barkley Security, and the school's administration work together to ensure all students feel safe and respected. The school provides daily reminders to students of behavior expectations through our morning broadcast. We have pledged, through our Parent-Student-Teacher Compact, to provide an environment that is safe and respectful. Grade level chats are held to assist with building a positive atmosphere where students can talk with the administration about school-related safety concerns. The SRO speaks with students about safety issues as well, conducts the DARE program through our 6th grade social studies classes and communicates with our administrators on a daily basis. Providing our students with a safe learning environment is a non-negotiable at JASMS.

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

School-wide classroom expectations have been created for students to follow. As students violate these expectations, the school will use the District's Student Code of Conduct to aid in minimizing distractions that may effect teaching and learning. Based on the level of offense, there are several steps followed to modify behaviors with out-of-school suspension as a last resort to ensure all students the opportunity to receive quality instruction. During faculty meetings and grade level meetings, behavior concerns are addressed and strategies are provided to assist faculty/staff as needed.

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

JASMS provides services to students through our guidance department. We also offer parents the opportunity for additional needs being met through social workers and psychologists, if necessary. Teachers/staff have been provided look-fors to ensure that the needs of the whole child are met with our guidance department serving as our lead resource.

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

Using the district's Response to Intervention Plan as a guide, JASMS focuses on the following student indicators:

- 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 (ELA) or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The Guidance Department teams with administration and faculty to ensure that these early warning signals are not only detected but addressed.

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	Students
Attendance below 90 percent	6	88
Attendance below 90 percent	7	86
Attendance below 90 percent	8	71
	Total	245
One or more suspensions	6	68
One or more suspensions	7	78
One or more suspensions	8	57
	Total	203
Course failure in ELA or Math	6	41
Course failure in ELA or Math	7	54
Course failure in ELA or Math	8	28
	Total	123
Level 1 on statewide assessment	6	56
Level 1 on statewide assessment	7	100
Level 1 on statewide assessment	8	92
	Total	248

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	56
Students exhibiting two or more indicators	7	72
Students exhibiting two or more indicators	8	18
	Total	146

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

We use Individualized Data Chats with our low and struggling students on a bi-weekly basis in order to address current progress, strengths, weaknesses and to set goals. We also provide each student with the opportunity to spend 50-100 minutes in the computer lab to work on the skills provided through i-Ready and Success Maker. The data is then shared in Progress Monitoring Meetings with the Assistant Principal of Curriculum and adjustments are made accordingly.

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

<https://www.floridacims.org/documents/57520>

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

JASMS encourages relationships with various community entities (i.e. local Federal/State law enforcement agencies; local retailers) to ensure that resources are available to support school functions and student achievement.

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	Email
Ellis, Juanita	Principal	ellisj@gcpsmail.com
Jones, Tisa	Assistant Principal	jonesti@gcpsmail.com
Commodore, Shirley	Instructional Coach	commodores@gcpsmail.com
Peterson, Ronald	Assistant Principal	petersonr@gcpsmail.com
Combs, Eugenia	Instructional Coach	combse@gcpsmail.com
Gunn, Jeanne	Guidance Counselor	gunnj@gcpsmail.com
Ali, Rosita	Guidance Counselor	alir@gcpsmail.com
Bradley, Lorraine	Teacher, Career/Technical	bradleyr@gcpsmail.com
Reynolds, Trenisha	Teacher, ESE	reynoldst@gcpsmail.com
Mandela, Judith	Teacher, K-12	mandalaj@gcpsmail.com
Martin, Charlene	Teacher, K-12	martinc@gcpsmail.com
Lightfoot, Tomeka	Teacher, K-12	lightfoott@gcpsmail.com
Scott, Tawanda	Teacher, K-12	scottt@gcpsmail.com
Dennis, Hillary	Teacher, K-12	dennish@gcpsmail.com
Jones, Shalandria	Teacher, ESE	jonessh@gcpsmail.com
Ali, Rosita		alir@gcpsmail.com
Wells, Clarine	Paraprofessional	clarkc@gcpsmail.com
Hilton, Julia	Instructional Media	hiltonj@gcpsmail.com

Duties

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

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI according to mandates, ensures implementation of intervention support and documentation, provides for adequate professional development to support RtI implementation, and communicates regularly with staff and parents to discuss students' progress and make decisions regarding school-based RtI plans and interventions.

Assistant Principals:

Collaborate with staff and parents on issues ranging from problem solving, management and allocation of resources, program and curriculum design to assessment and intervention with individual students.

JASMS Instructional Coaches:

Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing resources on research-based curriculum, reliable assessments and effective intervention approaches; collaborate with district personnel to identify systematic patterns of student needs and recommend appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the collection of data and data analysis; participate in the design and delivery of professional development; and provide support for administering assessments and monitoring implementation of effective strategies and programs.

Guidance Counselors:

In addition to counseling and providing conflict resolution, positive behavior interventions and referrals, counselors collaborate with school social workers to link child-serving and community agencies to the school and families in an effort to support the child's academic, emotional, behavioral, and social success.

ESE Resource:

Participates in collection, interpretation, and analysis of student data; facilitates development of intervention plans; provides support for intervention with fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities to support address needs of students.

Media Specialist:

Manage media, technology and other resources necessary to increase effective teaching and learning; organize, inventory and update technology needed to store and display data; provide professional development and technical support to teachers and staff regarding data management and display; and assist with implementation of literacy-building initiatives.

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 Leadership Team meets monthly to discuss progress monitoring data and the effectiveness of instruction in academic and social/emotional areas. In addition, the team monitors goals and expectations for instruction (Rigor, Relevance and Relationship) and the action plan for teaching and aligning benchmarks, as well as the implementation of research-based strategies across the curriculum. The team collaborates and makes decisions on the allocation of resources (funding and staffing), staff development needs and interventions/strategies for meeting the needs of struggling students. A monthly report is shared with the School Advisory Council (SAC) to monitor progress toward meeting School Improvement Plan (SIP) goals.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school through the following activities/services:

Title I, Part A

Title I Funds are allocated in order to:

1. Provide funding for resources and equipment to assist with the skill development,
2. Provide parent trainings to support active engagement and partnership with JASMS.

Title II

Title II Funds are allocated in order to:

1. Provide teachers with training to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness,
2. Provide substitute teachers for individuals and subject area departments to enable them to attend staff development,
3. Provide Professional development sessions for teachers in RtI, FCIM, Skyward, writing, Performance Matters, reading endorsement, NG-CARpd, Acaletics, Science, ESOL and research-based strategies in using data to improve instruction.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Juanita Ellis	Principal
Janey Dupont-Butler	Business/Community
Bill Stinson	Business/Community
Fabiola Garcia	Business/Community
Rosita Ali	Teacher
Martha Beavers	Education Support Employee
Eugenia Combs	Teacher
Shirley Commodore	Teacher
Tawanda Scott	Teacher
Hilary Dennis	Teacher
Tomeka Lightfoot	Teacher
Christina Robinson	Parent
Coswellyn Woods	Parent
Keshondra Carroll	Parent
Chot'Sani Rogers	Parent
Latasha Dilworth-Porter	Parent
Mimi Robinson	Parent
Linda Oliver	Parent
Sandra Woods	Parent
Jose Mateo	Student
Jade Franklin	Student
Bridgett Franklin	Parent
Maria Mateo	Parent
Ashley Cook	Education Support Employee

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

Our School Advisory Council (SAC) used our student data to evaluate last year's plan. SAC determined the gaps in student achievement to determine where the school is, compared to where they wanted the school to be. Needs assessment is an ongoing process which is consistently tied to our mission and vision where our evaluation is based on long term goals. SAC used measurable goals based on test data with our low student performance, reviewed and identified goals, objectives and strategies for student achievement.

Development of this school improvement plan

The council's primary goals are to assist in developing our school's improvement plans for increasing achievement, as well as monitoring students' progress and initiatives for continued school improvement. At JASMS, the SAC guides most of the funds on student incentives by offering friendly, academic competitions as it relates to the core content areas.

Preparation of the school's annual budget and plan

The School Advisory Council establishes a plan for the annual budget between May - August, in order to have a plan prepared to present to the teachers, parents and students as it relates directly to school improvement. Due to the needs of JASMS, as a low performing school, some of the funds were appropriated specifically by the district to ensure monies were allocated according to the goals set by the district leadership team.

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

The School Advisory Council (SAC) provided guidance and leadership as an overseer of the allocated funds from the district. SAC offered mini-grants to teachers in order to support the school's goals and objectives, recipients were determined on a case by case and as needed basis.

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	Email
Combs, Eugenia	Instructional Coach	combse@gcpsmail.com
Jones, Tisa	Assistant Principal	jonesti@gcpsmail.com
Bradley, Lorraine	Teacher, K-12	bradleyr@gcpsmail.com
Ellis, Juanita	Principal	ellisj@gcpsmail.com
Hilton, Julia	Instructional Media	hiltonj@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The team will establish school-wide goals in each area and provide experiences that will promote the development of reading skills throughout the school year. To create a capacity for developing effective reading, writing and speaking skills across the curriculum, professional development will be held for special area and select teachers. On-going progress monitoring results will determine effectiveness of the initiative, as well as the need for possible interventions and re-evaluation of school and individual student goals.

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

Positive working relationships among faculty serve an integral role in the achievement level of our students. With this in mind, JASMS offers teachers various opportunities to develop the necessary collaborative tools through:

- grade-level/subject-area teams with a common planning
- weekly faculty meetings
- content area in-services

- camaraderie-building exercises throughout the school year during faculty meetings.
Use of these strategies will ensure school-wide success and positive working relationships.

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

Strategies for recruiting and retaining Highly-qualified teachers at JASMS include but are not limited to the following:

1. Networking with local colleges and universities to recruit new teachers.
2. Attending job fairs to recruit and hire new faculty members.
3. Advertising vacant positions on the "Teach in Florida" website to cast a wider net and gain more exposure.
4. Meeting throughout the school year with new teachers and beginning teachers, mentor teachers and administrators to foster professional relationships and to build learning communities.
5. Assigning veteran teachers to mentor and coach new teachers as a part of our Beginning Teachers Program.

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

Our school's teacher mentoring program includes the pairing of new teachers with veterans teachers who have years of successful teaching experience. The mentor teachers will meet regularly with new teachers to collaborate on lesson plans, model effective strategies, analyze student data, provide feedback. Our teachers will also participate in on-going professional development sessions throughout the school year, which will focus on areas of need as indicated by administration, mentor teachers, coaches and district ETO personnel.

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

All materials and programs incorporated into instructional practices are aligned with the Florida Standards. The District's prescribed textbooks and companion resources are also aligned with LAFS and MAFS; furthermore, all online resources implemented also meet these requirements (i.e. - iReady, Ten Marks, My hrw, That Quiz, Success Maker and FCAT Explorer).

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

Allowing the data to drive classroom instruction is important at JASMS. Student data is reviewed on a weekly basis within grade-level teams and then used to differentiate the instruction for all students, not just those struggling. Based on levels, students are assigned small group or i-Ready lessons to address specific and diverse needs of students. Administration and school staff monitor data weekly. Lesson modifications include, but are not limited to: small group instruction, cooperative learning groups, one-on-one teacher assistance and homework help (Level Up Tutorials) thorough the Florida Collections curriculum.

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 type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

Due to funding, JASMS no longer has an extended (after school) school day program.

Strategy Rationale

n/a

Person(s) responsible for monitoring implementation of the strategy

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

n/a

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

In order to support incoming and outgoing students, at JASMS we review all records, including test scores and discipline reports to ensure the student is placed in the correct grade and at the appropriate level. We encourage our students to matriculate through middle school as a cohort, in order to establish relationships beneficial to academic growth and development as they enter high school. Subsequently, we measure the student's successes against the requirements by our district's to make an appropriate determination on course level placement - intensive, regular and/or advanced classes. We make the necessary adjustments on incoming students as well as the outgoing students in order create a smooth transition from elementary school to middle school and/or from middle school to high 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

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

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

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

School Improvement Goals

Goals Summary

- G1.** To have at least 60% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide.

- G2.** To have 60% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

Goals Detail

G1. To have at least 60% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide.

Quick Keys: Goal: G055003

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	60.0

Resources Available to Support the Goal

- Florida Collections is used as the primary curriculum for reading and language arts classes.
- Florida Ready LAFS is used as a supplement to the reading and language arts curriculum.
- i-Ready is an online/audio supplemental resource used to enhance the prescribed curriculum and allows the students to receive differentiated instruction while utilizing keyboarding skills.
- Gmetrix is a technology software used to assist students in becoming industry certified specialist in Microsoft Office 2010.

Targeted Barriers to Achieving the Goal

- Teachers and staff attendance is unsatisfactory.
- Parental involvement.

Plan to Monitor Progress Toward the Goal	
Collection of sign-ins from all school-sponsored activities	
Person Responsible	Juanita Ellis
Schedule	Every 2 Months, from 8/11/2014 to 5/29/2015
Evidence of Completion	Parental involvement chart; improved student preparation/attendance and classroom behavior

G2. To have 60% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

Quick Keys: Goal: G054996

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) Mathematics proficiency rate	60.0

Resources Available to Support the Goal

- Online resources including technology enabled textbook "Go Math"; i-Ready online tutorial software; Tenmarks online tutorial software; That Quiz online assessment; Acaletics; Math department, APC, and ETO

Targeted Barriers to Achieving the Goal

- Opportunity to better understand the Florida math standards Develop performance-based projects for each grade level that are aligned with the Florida math standards

<i>Plan to Monitor Progress Toward the Goal</i>	
CWT, benchmark assessments to gage effectiveness of instruction.	
Person Responsible	Tisa Jones
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	CWT, progress monitoring, lesson plans, IPDP.

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To have at least 60% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide.

G1.B2 Teachers and staff attendance is unsatisfactory.

G1.B2.S1 The teachers and staff attendance is low and can be attributed to health concerns, lack of commitment and work ethics.

Quick Keys: Goal: G055003, Barrier: B138556, Strategy: S150551

Strategy Rationale

Offering teachers and staff incentives for improved and/or perfect attendance.

Action Step 1	
Provide teacher/staff of the month awards	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Teacher and staff sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Monthly recognition of teachers and staff members during faculty meetings	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Monitor attendance sheets	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Sign-in sheets

G1.B6 Parental involvement.

G1.B6.S1 Provide Skyward Parent Portal access to all families.

Quick Keys: Goal: G055003, Barrier: B138560, Strategy: S150552

Strategy Rationale

The Gadsden School District will provide free access to Skyward for all families to be able to check student's grades, attendance, discipline and assignments.

Action Step 1	
Provide parents with Skyward Training	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Training schedule and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1	
Review parental usage reports	
Person Responsible	Tisa Jones
Schedule	Monthly, from 11/18/2014 to 5/29/2015
Evidence of Completion	Monitor access and logins to the Skyward system.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1	
Increased Parent/Teacher communication	
Person Responsible	Tisa Jones
Schedule	Monthly, from 11/18/2014 to 5/29/2015
Evidence of Completion	Parent/Teacher communication log

G1.B6.S2 Continuously update teacher webpages to include focus calendars, daily assignments, and other pertinent information to parents.

Quick Keys: Goal: G055003, Barrier: B138560, Strategy: S150553

Strategy Rationale

Parents will have the ability to communicate frequently with their child's teachers through the school web page or Skyward.

Action Step 1	
Improve Parental Involvement	
Person Responsible	Juanita Ellis
Schedule	Every 2 Months, from 8/18/2014 to 5/29/2015
Evidence of Completion	Parent sign-in logs from expos, volunteers, and school advisory council meetings.

Plan to Monitor Fidelity of Implementation of G1.B6.S2	
Review parent sign-in logs	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Parent/volunteer sign-in sheets from school, expos, and school advisory council meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S2	
Increased opportunities for parental participation	
Person Responsible	Juanita Ellis
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Increased Parental involvement; improved student behavior and academic achievement

G2. To have 60% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

G2.B1 Opportunity to better understand the Florida math standards Develop performance-based projects for each grade level that are aligned with the Florida math standards

G2.B1.S1 Strategies: 1) Give pre- and post- assessments and utilize performance task items in math.

Quick Keys: Goal: G054996, Barrier: B138538, Strategy: S150508

Strategy Rationale

To assess students' prior knowledge; evaluate their performance after instructions;

Action Step 1	
Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.	
Person Responsible	Tisa Jones
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	PD sign-in sheets, IPDP, progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.	
Person Responsible	Tisa Jones
Schedule	Every 2 Months, from 8/18/2014 to 5/29/2015
Evidence of Completion	PD Sign-insheets, IPDP, progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
CWT, observations, progress monitoring	
Person Responsible	Tisa Jones
Schedule	Weekly, from 8/18/2014 to 5/29/2015
Evidence of Completion	Lesson Plans, Benchmark Assessments, portfolios, IPDP

G2.B1.S2 2) Provide specific feedback by strand to students and parents related to student progress in math.

Quick Keys: Goal: G054996, Barrier: B138538, Strategy: S150509

Strategy Rationale

To make students aware of their deficiencies and allow data to drive instruction

Action Step 1	
Schedule professional development during planning periods & Tuesday's faculty meetings, as needed.	
Person Responsible	Tisa Jones
Schedule	Every 2 Months, from 8/18/2014 to 5/29/2015
Evidence of Completion	PD sessions, IPDP, sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S2	
Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher planning, as needed.	
Person Responsible	Shirley Commodore
Schedule	Every 2 Months, from 8/18/2014 to 5/29/2015
Evidence of Completion	CWT, progress monitoring, Lesson Plans, IPDP

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
Professional Development session during Tuesday's faculty meeting, as needed.	
Person Responsible	Shirley Commodore
Schedule	Every 2 Months, from 8/18/2014 to 5/29/2015
Evidence of Completion	PD sessions sign-in sheets, IPDP

G2.B1.S3 3) Provide additional support as needed.

Quick Keys: Goal: G054996, Barrier: B138538, Strategy: S150510

Strategy Rationale

To ensure all students experience success with the new Florida standards by customizing and optimizing learning environment

Action Step 1	
Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.	
Person Responsible	Shirley Commodore
Schedule	Monthly, from 8/18/2014 to 5/29/2015
Evidence of Completion	PDs and IPDP - progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S3	
CWT & observations	
Person Responsible	Tisa Jones
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Written feedback from CWT & observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3	
CWT & Observations	
Person Responsible	Tisa Jones
Schedule	Daily, from 8/18/2014 to 5/29/2015
Evidence of Completion	Written Feedback from CWT & Observations.

Professional Development

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

G2. To have 60% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

G2.B1 Opportunity to better understand the Florida math standards Develop performance-based projects for each grade level that are aligned with the Florida math standards

G2.B1.S1 Strategies: 1) Give pre- and post- assessments and utilize performance task items in math.

PD Opportunity 1

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Facilitator

APC, Reading Coach, Teachers, ETO personnel

Participants

All teachers

Schedule

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

Evidence of Completion

PD sign-in sheets, IPDP, progress monitoring

G2.B1.S3 3) Provide additional support as needed.

PD Opportunity 1

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

Facilitator

APC, Math Chair, Math Teachers

Participants

All Teachers

Schedule

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

Evidence of Completion

PDs and IPDP - progress monitoring

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description

Total

Grand Total

0



2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Carter Parramore Academy
631 S STEWART ST
Quincy, FL 32351
850-627-6030
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Carter-Parramore Academy's Mission statement is to ensure every student makes a year's learning gain

Provide the school's vision statement

The vision statement states to create a safe and stimulating learning environment across the curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education and life.

School Environment

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

Our school's population is built on diverse cultures. We have students of different ethnic groups who study together and function as a unified student body. The teachers are able to infuse their background knowledge of the student body to help foster a positive social awareness climate around the school campus. The process starts from week one when students are acclimated to the alternative school environment. Teachers' expectations are set and classes are designed to blend all races. It is through the development of social activities and community based programs that cultural differences are bridged. This contributes to the success of our school.

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

Creating a safe and secure environment involves multiple facets of a school environment. We provide a positive school climate, Establish norms, goals, values, and perform monthly school-wide safety drills. We have established excellent relationships between staff and parents and between staff and students. Additional school support from the community, including security officers, law enforcement and social agencies, has been an instrumental part of our school safety environment. Our standards for a safe school environment are associated with fewer student behavioral problems, increased academic success and higher rate of staff retention.

Our school is monitored with school cameras and security officers hours before school starts until hours after the school day has ended.

All of these factors help to minimize disruptions and distractions. They help to promote an orderly and safe environment.

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

The core value system for student behavior is found in the student code of conduct book. The student code of conduct book is developed through the Gadsden County School District Office. The code of conduct book gives clear reference points for school wide infractions from minor to major. Carter Parramore Academy also has in place a school wide action plan. This plan has steps to follow from step one through step five. It gives references to inappropriate behaviors and the consequences. The school also utilizes a behavioral management form. This form is a teacher friendly form for parent contact for minor infractions for parental involvement.

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

- The school utilizes a variety of methods. The school is provided, through the District's office ESE department, a variety of school wide representatives such as a speech and language counselor, school psychologist and district program specialist.
- The school has a campus based mentoring program - The Brotherhood of Respect.
- The school utilizes various partnerships:
 - Capital Youth Services – Counseling for a variety of issues
 - Disc Village – Counseling for substance and anger management
 - Appalachee Mental Health – counseling services
 - Big Bucks Program- Incentives program for student progress
 - Parent Expo – Parents, Students and Teachers/Staff collaboration time
 - School Advisory Counsel
 - Investing In Our Youth - Girls With Power Program

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

CPA's Early Warning System focuses on attendance, suspensions, failure rate in English Language Arts or Mathematics classes and scores on statewide standardized assessments in English Language Arts or Mathematics. Data will come from the following:

- Students with attendance below 90 percent
- Students that had one or more suspensions
- Students that have failed courses in English Language Arts or mathematics
- Student that scored a Level 1 on the 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	Students
Attendance below 90 percent	4	1
Attendance below 90 percent	5	2
Attendance below 90 percent	6	7
Attendance below 90 percent	7	11
Attendance below 90 percent	8	22
Attendance below 90 percent	9	22
Attendance below 90 percent	10	23
Attendance below 90 percent	11	16
Attendance below 90 percent	12	20
	Total	124
One or more suspensions	4	1
One or more suspensions	5	2
One or more suspensions	6	16
One or more suspensions	7	15
One or more suspensions	8	22
One or more suspensions	9	8
One or more suspensions	10	8
One or more suspensions	11	11
One or more suspensions	12	6
	Total	89
Course failure in ELA or Math	4	1
Course failure in ELA or Math	5	3
Course failure in ELA or Math	6	5
Course failure in ELA or Math	7	10
Course failure in ELA or Math	8	13
Course failure in ELA or Math	9	8
Course failure in ELA or Math	10	6
Course failure in ELA or Math	11	3
Course failure in ELA or Math	12	5
	Total	54
Level 1 on statewide assessment	4	1
Level 1 on statewide assessment	5	3
Level 1 on statewide assessment	6	5
Level 1 on statewide assessment	7	10
Level 1 on statewide assessment	8	11
Level 1 on statewide assessment	9	8
Level 1 on statewide assessment	10	38
Level 1 on statewide assessment	11	41
Level 1 on statewide assessment	12	27
	Total	144

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

Indicator	Grade	Students
Students exhibiting two or more indicators	4	1
Students exhibiting two or more indicators	5	2
Students exhibiting two or more indicators	6	9
Students exhibiting two or more indicators	7	7
Students exhibiting two or more indicators	8	11
Students exhibiting two or more indicators	9	10
Students exhibiting two or more indicators	10	17
Students exhibiting two or more indicators	11	9
Students exhibiting two or more indicators	12	13
	Total	79

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

- "No More D's" Program
- "The Art of Teaching" by Marzano (Book study)
- Positive Behavior Support and Response to Intervention (MTSS) Program
- Modified curriculum of coursework in academic content area which allows for doubling course offerings with the course period
- Florida Virtual School and Odyssey Ware for course acceleration and recovery
- Florida Test Ready, ACT Prep Me and FCAT Explorer/Adaptive Curriculum for test preparation
- District Attendance Policy
- District Social Worker (for truancy)
- Partnership with external agencies (Gadsden County Juvenile Court System, DJJ, Gadsden County Probation Office, etc.) as intervention for deterring and reducing the number of unexcused absences and out of school suspensions
- ACT, SAT and PERT

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

<https://www.floridacims.org/documents/59256>

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

Through the collaborative efforts of the community and schools, we foster quality learning opportunities to enhance stronger partnerships between both of these agents. Partnerships with local community agents are developed with the school participating in community based assemblies and community sponsored social awareness activities. Student achievement is developed and built upon through the community with curriculum assistance, career education information, student driven incentive programs and project based involvement.

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	Email
Dowdell, Keith	Principal	dowdellk@gcpsmail.com
Grant, Myra	Assistant Principal	grantm@gcpsmail.com
Harris, Nekeshia	Instructional Coach	hicks-harrism@gcpsmail.com
Wideman, Claudette	Guidance Counselor	widemanc@gcpsmail.com
Harrell, Frances	Administrative Support	harrellf@gcpsmail.com
Griffin, Edgar	Administrative Support	griffine@gcpsmail.com
Henderson, Stacy	Teacher, K-12	hendersons@gcpsmail.com
Riggins, Vann	Teacher, K-12	rigginsv@gcpsmail.com
Anderson, Millie	Other	andersonm@gcpsmail.com
Marquis, Sheribeth	Teacher, ESE	marquiss@gcpsmail.com

Duties

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

Key members are below; however, additional members may join the team at various stages depending on the situation and/or individual.

- Principal/Facilitator - Opens the meeting by welcoming the referring teacher(s), parents, and student; describes what is to be accomplished at the meeting, and how long the meeting will last. guides the Team through the stages of the problem-solving process. Checks for agreement between team members at important discussion points during the meeting; maintains control of the meeting (e.g. requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control ((e.g. classroom instruction)).
- Office Manager - Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.
- Time-Keeper - Monitors the time allocated to each stage of the meeting and informs members when that time has expired.
- Guidance Counselor - Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns; decide what additional data should be collected on the student; touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.
- Behavior Specialist (Edgar Griffin) - Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location; arranging coverage when necessary to allow teachers to attend meetings; and notifying Team members and referring teachers of scheduled

meetings.

- General Education Teachers (2) - Provides information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Universal Interventions), collaborates with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrates Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).

- ESE teacher - Participates in the data collection phase also, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers, especially through co-teaching.

- Program Specialist (Millie Anderson) - Serves as a resource person for interventions and evidenced-based strategies in working with all students, and a programming resource for ESE teacher; assists with the responsibility of keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.

- Reading Coach - Identifies 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, provide and participate in professional development, and provide support for assessment and implementation monitoring.

It is the responsibility of all participating members to ultimately develop an appropriate intervention plan that provides a solution for the problem.

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 Rtl Leadership Team includes the Assistant Principal, Behavior Specialist, Guidance Counselor, Teachers, ESE Teacher, School Psychologist, Program Specialist, Reading Coach as Needed, Speech Language Pathologist, and Parents.

The Rtl Team functions accordingly using the problem-solving method as follows:

Step 1: The team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask "What is the problem?"

Step 2: The team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"

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 and implemented with integrity. Ask, "What are we going to do about it?"

Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

The District supports the school with funding for addressing school-wide initiatives beyond budget constraints and seeks support from district-level staff as needed.

Title I, Part A resources and services will be used to help students achieve a high-quality education and acquire the skills necessary to be successful beyond graduation. Requested resources will be used to hire teachers, provide teacher training, and pay for stipends that focus on raising student achievement levels. Professional development activities, such as NG-CAR-PD will be provided for the faculty members who are currently teaching in core academic areas other than reading.

Through the Title I, Part C-Migrant Education Program (MEP), funds, services and supports for students and parents have already been satisfied through the District. Because migrant students have the same risk factors as other minority students in our district and face additional challenges because of their frequent moves, we have established a partnership for liaison and academic services on a needs basis with local office (PAEC) for after-school and week-end tutorials and ESOL strategies classes. PAEC along with the District also promotes the coordination of educational and support services including the timely transfer of academic records.

The District provides funds through Title I, Part D from the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk that support our efforts to improve educational services for students to: have the opportunities to meet the same challenging State academic content standards that all children are expected to meet; make a successful transition from institutionalization to further schooling; prevent them from dropping out of school; and assist dropouts or youths returning from correctional facilities with the follow-up services they need to continue their education as they transition to the regular school program.

Title II funds, through the District, have been used and will continue to be used for developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers (particularly the annual job fair and the beginning and new teacher induction program). We propose to provide professional development activities to support common core state standards implementation and NG-CARPD training for the entire faculty. As a low performing school and the District's only alternative school site, we are also proposing to use funds to improve student academic achievement through the infusion of innovative and engaging technology-based learning tools and programs. Technology-based programs for teachers and students include PD360 (professional development), FCAT Explorer for test preparation, Performance Matter (assessment and progress monitoring), Adaptive Curriculum (mathematics and science for elementary- high school students) and Odyssey Ware (course credit recovery).

While less than 2% of the students in the school are English language learners, Title III services are provided to help ensure that they become English proficient and master the same challenging state/district academic content and standards as all other students.

The school will continue to seek Title X assistance through the Parent Services Department to provide resources (clothing, tutorials, social services referrals --- medical, dental, mental, domestic violence, etc., school supplies, etc.) for students identified as homeless under the Mc-Kinney-Vento Act to eliminate barriers for a free and appropriate education.

The district's academic intervention programs and funds are coordinated through the Title I program. CPA's intent is to utilize SAI funds to help students gain at least one year's growth of knowledge within the current school year. SAI providers have agreed to offer eligible students supplemental instruction strategies focusing on reading and mathematics remediation. Additionally, the school has partnered with 21st Century Community Learning Centers through Tallahassee Community College. The 21st CCLC program will target elementary, middle and high school students exclusively for academic enrichment and recreation.

The school offers a number of preventative non-violence measures to combat violence among its students including the following: partnerships with local law enforcement agencies; the teen court program; a school resource officer; three security officers; administrator for discipline; and behavior specialist/part-time court liaison; counseling services (through Disc Village, CCYS and Apalachee Mental Health Center); implementation of the district student code of conduct, including a bullying policy; restrictive use of cell phones on campus; faculty and staff duty assignments during school; and the wearing of school uniforms.

The school participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) which Assist the district through a grant in providing nutritious meals to children free for first time ever regardless of economic status. All students are encouraged to participate to minimize the stress and anxiety often associated with hunger during the school day.

Through grant funding and a partnership with the Gadsden Technical Institute and Tallahassee Community College, students in grades 10 - 12 are allowed to enroll in programs such as GED preparation, Cosmetology, Small Engine Repair, Welding, Automotive Repair, Carpentry, Nail and Skin Technician, Business and Computer Applications (9-12), Health Care and Nursing, etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Emanuel Sapp	Business/Community
Dr. Norman & Lillie Jackson	Business/Community
Ann Sherman	Business/Community
Hakim Smith	Business/Community
Elizabeth Clary	Business/Community
Catherine Frye	Parent
Lomar Barkley	Business/Community
Arrie Battles	Business/Community
Richard Lockwood	Business/Community
Lou Ella Smith	Business/Community
Julius Houston	Business/Community
Willie Johnson	Business/Community
Lillian Wells	Business/Community
LaTrenda Goldwire	Business/Community
Johnny Sailor	Business/Community
Patricia Baker	Business/Community
Mirna Barrios	Business/Community
Linda Gonzalez	Parent
Tameka Bradwell	Parent
Sherika Fields	Parent
Lakesha Ross	Parent
Ambrea Blair	Parent
Denaji Baker	Student
Devonna Washington	Student
Harvey George	Student
Jonah Scott	Student
Keymaree Cooper	Student
Claudette Wideman	Education Support Employee
Nekeshia Harris	Teacher
Edgar Griffin	Education Support Employee
Frances Harrell	Education Support Employee
Shereka Hutley	Education Support Employee
Tony Hannah	Business/Community
Keith Dowdell	Principal

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 School Advisory Council S review, Carter-Parramore Academy did not not meet all of the goals that were set forth in the plan.

Development of this school improvement plan

The School Advisory Council assisted in the preparation and approval of the school improvement plan as required by the Florida Statutes. The Council helped to define adequate progress for the school and for each of the school's goals in the school improvement plan. Members also allowed input into the school's budget.

Preparation of the school's annual budget and plan

The School Advisory Council meets quarterly and on a as needed basis to discuss the progress of the school and prioritize projects as well as teachers request for funding to meet specific goals. In addition, the Principal in conjunction with the council 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

The SAC funds will be distributed to teachers according to the needs of the students. Funds will also be allocated for parental and staff trainings relevant to reading instruction, parental involvement; career and college preparation and readiness; and student incentives regarding achievement of reading, mathematics, and attendance goals.

Promoting parental involvement - \$1000.00

Student scholarships to visit neighboring colleges, technical schools, and universities - \$1000.00

Teacher and staff recognition - \$1000.00

Professional Development - \$1000.00

Student Activities - \$2000.00

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	Email
Dowdell, Keith	Principal	dowdellk@gcpsmail.com
Grant, Myra	Assistant Principal	grantm@gcpsmail.com
Harris, Nekeshia	Instructional Coach	hicks-harrism@gcpsmail.com
Henderson, Stacy	Teacher, K-12	hendersons@gcpsmail.com
Riggins, Vann	Teacher, K-12	riggins@gcpsmail.com
Marquis, Sheribeth	Teacher, ESE	marquiss@gcpsmail.com
Gee, Wendy	Teacher, K-12	geew@gcpsmail.com
Wiggins-Lee, Cleanita	Teacher, K-12	wiggins-leec@gcpsmail.com
Berry, Prance	Teacher, K-12	berryp@gcpsmail.com

Duties***Describe how the LLT promotes literacy within the school***

Major initiatives include the following: initiating literacy activities across the curriculum; school-wide writing (augmentative and note-taking); engaging in peer coaching; conducting mini-workshops

throughout the year; book studies; visiting schools who have had success with similar concerns; attending workshops/conferences on topics; modeling lessons in classrooms; analyzing and reviewing data; and sharing and reporting data.

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

A school where teachers collaborate and provide real-life modeling of working together. This dynamic creates a great environment for student learning. Our teachers are encouraged to plan and work together in order for students to reap the benefits of academic excellence. Efficient communication, development of shared meaning, improved teacher efficacy, a sense of belonging and enhanced understanding of students are strategic means that foster collaborative planning and instruction. Our teachers embrace the theory that the most effective way to achieve true collaboration between teachers is best achieved through a structured process for exchanging insights and content. This factor promotes a positive working relationship between teachers and it facilitates a great learning environment.

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

1. Each teacher will complete a Professional Learning Plan (highlighting goals, strategies, and professional development needs) through PAEC online. Regular meetings with new and returning teachers will be scheduled to insure that teachers receive assistance to perfect their crafts. (Principal Keith Dowdell)
2. The leadership team will provide support for all instructional personnel. Newly hired and beginning teachers will be 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 to assist with academic planning/teaching, strategies/resources, and classroom management. (School Administrative leadership team)
3. Emerging and struggling faculty (less than 4 years of successful teaching experience) will be given coaching plans. The reading (English/Language Arts) coach and the mathematics interventionist 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 throughout the year for all teachers.
4. The administrative team will provide routine observations (CWTs) with feedback and use data to guide the overall instructional delivery and assessment processes (Principal Keith Dowdell, Assistant Principal Myra Grant, Reading Coach Nekeshia Harris and Mathematics Interventionist Brenda Holt).
5. The district will improve opportunities for career and professional growth. After evaluations have been submitted, teachers with learning gains of 65% or higher will be given incentive pay as a reward. Bonuses will range from \$1000 to \$3000 (Principal Keith Dowdell and District RTTT Coordinator Angela Sapp).
6. Prior to first week of employment, the Personnel Department along with the Director hosts an orientation workshop for new hires to formally welcome them; complete necessary induction forms, applications, email apps; register for and practice using district communication tools such as Skyward and Performance Matters. Certification/licensure processing is also provided for those requiring temporary and/or permanent issuance of teaching certificates (District (Personnel/Professional Development Director, K-12 Director, and Deputy Superintendent).

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

Planned mentoring activities include:

- 1) One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management; 2) demonstration, development and sharing model lessons; 3) co-teaching in another classroom; 4)

planning and/or delivering professional development; 5) facilitating Professional Learning Communities (PLCs); 6) modeling lessons for teachers to students; sharing best practices and developing/sharing lessons plans; 7) collaborating with administration and colleagues on school-based activities to promote student engagement and parent /community involvement; 8) completing the district's Professional Teacher Competency Program.

Rationale for pairing:

Persons (peer teachers and mentees) generally have an established rapport. The peer teachers have highly effective classroom evaluations and 4 or more years of experience in teaching; They also have extensive background knowledge in NG-CARPD, NGSSS, FCAT test item specifications, assessment development and alignment to the Florida State Standards in the areas of Reading, Mathematics, Science and Social Studies.

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

The District adopts a curriculum that is aligned with state standards. The school makes sure that teachers are using Florida Standards through implementation of lesson plans and resources. Lesson plans and instructional material are developed from Florida Standards. District textbooks, teacher resources, state, district and school tests incorporate material that is derived from Florida Standards. Accountability requirements helps us to make our school curriculum alignment mirror the state requirements.

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

In order to make well informed school wide decisions on how to differentiate instructional classes, we collect enormous amounts of data on students' attendance, behavior, test performances and teacher input. The data collected help teachers use results to identify and address learning difficulties and academic needs. Class instruction is modified through approaches such as Response to Intervention and the Florida Continuous Improvement Model. Both of these methods use tiered level of support, promotes individual success and allows frequent monitoring to tackle students' success. Students who are having difficulty are given extra assistance with academic support. We provide after school acadmic assistance, daily homework assignments, and Florida State Presidential Scholars' tutors who assist throughout the school day.

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 type: After School Program

Minutes added to school year: 150

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Our plan of action involves using the 21st Century Learning Center Program. It is an after school that is designed to enhance academic achievement for all students.

Strategy Rationale

This program exposes students to cultural and career activities and supplements with their regular high school curriculum. Florida State University Presidential Scholars with assist with tutoring and mentoring.

Person(s) responsible for monitoring implementation of the strategy

Dowdell, Keith, dowdellk@gcpsmail.com

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

- Attendance Rosters
- Student Test Scores
- Report Cards
- Mid Term Reports
- A/C/Z Data Sheets
- Monthly Data Chats

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

Students, as well as parents, are briefed on the "No More D's" Program during their enrollment into CPA. Once they are enrolled, parents will be notified immediately if a score below 70 is entered into the Skyward Database. Students are entered on the teacher's class watch list for monitoring to ensure additional resources are applied to assist student with subject matter. Within 96 hours, student must redo or retake the assignment for further assessment. If additional assistance is needed, students from FSU Presidential Scholar Program comes to school for one on one tutoring/mentoring. Every grading period, parent/student conferences are held with Principal to determine if additional resources are required and to what extend. At this point, mandatory assignments to different programs, such as after-school, become mandatory to ensure the student stays focus and does not fall behind. Once the student attains the level of being "caught up", the student begin the transition back to their home 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

CPA uses The Career Cruiser, a career exploration resource used to promote career development for students at the elementary and middle school level. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings, and minimum educational level required for the job are also listed. CPA also uses Florida CHOICES Planner, the state's career information delivery system and Florida Virtual Campus Learning Resources Center from Florida Colleges and Universities. They provide career and educational exploration and information as well. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education. Accountability reports for the school's management of student usage are retrievable from the Professional Tools section of CHOICES. FLVC includes career planning, college and career readiness, online courses, financial aid student services and a personal records portal for students.

At the end of students' eighth grade year, all are enrolled in personal accounts and trained to use the state's tool for college and career readiness and monitoring. Students can continue to access and use these accounts throughout their post-secondary career. Sites are accessible via the following sites: <https://secure.flchoices.org> and www.flvc.org.

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

Workforce Education has responsibility for the development of curriculum frameworks for career and technical education programs from middle school through AS degrees. These programs are organized into 16 Career Clusters. Each program curriculum framework includes the technical and academic skills that are essential to the career/occupation. "What a student needs to know and be able to do." Teachers incorporate the frameworks as they teach core academic content as applicable.

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

Gadsden is currently at the state's average total for graduates entering community colleges by the Fall of their graduation year (31%). Strategies for improving student readiness for the public post-secondary level based on annual analysis of the High School Feedback Report include:

- 1) Begin providing College Placement Testing and Post-secondary Education Readiness Test preparation during students' freshman year and continuing through their senior high year. After-school programs, similar to SES provider, that serve our students will also be encouraged to provide these services as well.
- 2) Host Career/College fair or expo on campus; invite all students in grades 4 - 12.
- 3) Administer the ACT, SAT and PERT college placement and readiness tests to eligible 10th-12th grade students.

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

CPA utilizes several different strategies for public postsecondary readiness by participating in ACT, SAT and PERT testing. During the year, tours to several local colleges and universities are sponsored to give students an insight on the environment of postsecondary schools.

School Improvement Goals

Goals Summary

- G1.** If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

- G2.** If we integrate literacy across the curriculum, then we will see student achievement increase in all content areas by 10 %.

- G3.** If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%.

Goals Detail

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

Quick Keys: Goal: G055569

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	38.0
AMO Targets Math - All Students	36.0
FAA Writing % Proficient	0.05
Biology I End-of-Course assessment passing rate	10.0

Resources Available to Support the Goal

- "No More D's" Program - The Art of Teaching by Marzano book study - Florida State Standards - PD360 - CPALMS - Florida Standards Course Descriptions - Collections and Journey Reading Program - Acaethics Mathematics Program - District Approve Lab Programs - iReady - Adaptive Curriculum - Use of tutors/mentors from Florida State University Presidential Scholars Program - Professional Development during Tuesdays' Faculty Meetings - Use of a Mathematic Interventionist to assist Mathematics teachers in their day to day duties and responsibilities - High school students use of ACTPrepMe to prepare students for ACT Test - The Partnering of Dr. James Brown for Principal' Mentorship Program

Targeted Barriers to Achieving the Goal

- Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

Plan to Monitor Progress Toward the Goal	
Weekly FCIM Lessons, Bi-weekly mini assessments, District Baseline, Mid Year and End of the year Results, FAIR results, and Teacher Subject Tests	
Person Responsible	Keith Dowdell
Schedule	Weekly, from 8/25/2014 to 5/29/2015
Evidence of Completion	Success will be monitored through the incline of passing percentages on each piece of collected data. If the percentage is not passing then we will know our methods are ineffective. We will then remediate students on the low performing skills. The Florida Continuous Improvement Model will be our guide to instruction. Along the year, the book study of "The Art of Teaching" by Marzano will enable teachers to implement additional teaching strategies for student engagement that will help increase student achievement..

G2. If we integrate literacy across the curriculum, then we will see student achievement increase in all content areas by 10 %.

Quick Keys: Goal: G055568

Targets Supported

Indicator	Annual Target
Students in lowest 25% making math learning gains	10.0
Reading % in lowest 25% making learning gains	10.0
Students dropping out of high school before graduation and not enrolling elsewhere	10.0

Resources Available to Support the Goal

- "No More D's Program" - "The Art of Teaching" by Marzano (Book Study) - FAIR results - District Reading and Mid Year Results - iReady Reading Diagnostic results - Teachers' subject area tests results - Weekly FCIM results - Bi weekly mini assessments - Florida Standards implemented through teachers' lesson plans - Adaptive Curriculum results - Project Based Learning activities. - PD360

Targeted Barriers to Achieving the Goal

- Lack of other subject areas with the exception of Language Arts and Reading not implementing literacy strategies - Teachers not infusing Common Core standards with Florida Standards - Low performing/unmotivated students - Lack of Literacy Professional Development activities for teachers

Plan to Monitor Progress Toward the Goal	
- Data from walk thru - Lesson plans - Data chats with teachers will be used to determine if classrooms are using literacy activities to teach their core subject.	
Person Responsible	Myra Grant
Schedule	Weekly, from 8/25/2014 to 5/29/2015
Evidence of Completion	- Monthly meeting with the Principal to discuss and share literacy - Nine weeks grades - Mid term grades - Bi weekly assessments - Monthly Department meetings with the Assistant Principal to infuse Project Based activities across the curriculum. - Literacy meetings and professional development ideas monitored by the Reading Coach

G3. If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%.

Quick Keys: Goal: G055567

Targets Supported

Indicator	Annual Target
Students graduating in 4 years who are academically at-risk	10.0
Students dropping out of high school before graduation and not enrolling elsewhere	10.0

Resources Available to Support the Goal

- School wide motivational assemblies - 21st Century Program - District Parent Portal - Community& Social agencies - Tutor and mentor assistance - Field Trips

Targeted Barriers to Achieving the Goal

- Lack of student attendance - Workable Parent Portal - No consistency with tutors and mentors - Extended school day for after school program - Lack of Funds - Working Intercom System for Emergencies and Announcements

<i>Plan to Monitor Progress Toward the Goal</i>	
- Surveys - Skyward (attendance/grades notification) - 21st Century attendance sheets,	
Person Responsible	Keith Dowdell
Schedule	Weekly, from 8/25/2014 to 5/29/2015
Evidence of Completion	- Attendance sheets - Higher number of honor roll students - Mentors and tutors evaluations

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

G1.B1.S1 Students' attendance escalating and teachers being receptive in promoting school's goals.

Quick Keys: Goal: G055569, Barrier: B140142, Strategy: S152483

Strategy Rationale

If the curriculum is strengthen and is more rigorous, then students will be college and career ready by graduation.

Action Step 1	
The Florida Continuous Model, "The Art of Teaching" (Book study), "No More D's" Program	
Person Responsible	Keith Dowdell
Schedule	Weekly, from 8/25/2014 to 5/29/2015
Evidence of Completion	Bi-Weekly Assessments

Action Step 2	
Florida State Standards, CPalms, Acaethics Program, Florida State Standards Course Descriptions, Collections and Journey Reading Program, "Go" Math	
Person Responsible	Myra Grant
Schedule	Monthly, from 8/25/2014 to 5/29/2015
Evidence of Completion	Report Cards, Bi-Weekly Assessment, Mid-Term Progress Report

Professional Development

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

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

G1.B1.S1 Students'attendance escalating and teachers being receptive in promoting school's goals.

PD Opportunity 1

The Florida Continuous Model, "The Art of Teaching" (Book study), "No More D's" Program

Facilitator

Principal, Assistant Principal and Reading Coach

Participants

All teachers

Schedule

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

Evidence of Completion

Bi-Weekly Assessments

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we strengthen curriculum, instructional and assessment practices through use of research-based methods, then we will see measurable growth in terms of student achievement on the state-wide end of the year summative assessments by at least 10%.

G1.B1 - Limited access to technology - The frequent change of teachers by sending them to CPA as a "dumping ground" - Students' attendance on Wednesdays and Fridays is low - Teachers teaching several subject per period without a paraprofessional to assist them or not paid for extra planning - Too many students in the classroom - Need to capitalize on placing the best teacher in this type of environment - Lack of classroom management by teacher to engage students - Constant testing of students that takes away from instruction time - Students are two or more grade level behind, GPA is below 2.0 and age does not match with their actual grade - Parent participation in students' education - The myth and mindset of students thinking they will automatic be placed in their right grades without demonstrating skill mastery

G1.B1.S1 Students'attendance escalating and teachers being receptive in promoting school's goals.

PD Opportunity 1

Florida State Standards, CPalms, Acaethics Program, Florida State Standards Course Descriptions, Collections and Journey Reading Program, "Go" Math

Facilitator

ETO Office

Participants

All teacher

Schedule

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

Evidence of Completion

Report Cards, Bi-Weekly Assessment, Mid-Term Progress Report

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

East Gadsden High School
27001 BLUE STAR HWY
Havana, FL 32333
850-662-2300
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

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

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

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

<https://www.floridacims.org/documents/60036>

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	Email
Roberts, Melvin	Principal	robertsm@gcpsmail.com
Francis, Carolyn	Assistant Principal	francisc@gcpsmail.com
Jones, Pamela	Assistant Principal	jonesp@gcpsmail.com
Kirkland, Lamar	Assistant Principal	kirklandl@gcpsm.com
Bush, Daisy	Instructional Coach	bushd@gcpsmail.com
Dortch, Prudence	Teacher, K-12	dortchp@gcpsmail.com
Presha, Renae	Teacher, Career/Technical	preshar@gcpsmail.com
Anderson, Danielle	Teacher, K-12	andersond@gcpsmail.com
Cotton, Talia	Teacher, K-12	cottont@gcpsmail.com
Farmer, Erica	Teacher, K-12	farmere@gcpsmail.com
Martinez, Joseph	Teacher, K-12	martinezj@gcpsmail.com
Simmons, Peggy	Instructional Media	simmonsp@gcpsmail.com
Hayes, Chandra	Guidance Counselor	hayesc@gcpsmail.com
Thomas, Linda	Teacher, ESE	thomasl@gcpsmail.com
Wyche-Hall, Monique	Teacher, K-12	wychehallm@gcpsmail.com

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

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

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	Email
Roberts, Melvin	Principal	robertsm@gcpsmail.com
Francis, Carolyn	Assistant Principal	francisc@gcpsmail.com
Bush, Daisy	Instructional Coach	bushd@gcpsmail.com
Simmons, Peggy	Instructional Media	simmonsp@gcpsmail.com
Mills, Pamela	Teacher, K-12	millsp@gcpsmail.com
Anderson, Danielle	Teacher, K-12	andersond@gcpsmail.com
Burney, Charles	Teacher, K-12	burneyc@gcpsmail.com
Williams, Sarah	Teacher, ESE	williamssa@gcpsmail.com
Cunningham, Rhonda	Teacher, K-12	cunninghamr@gcpsmail.com

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 type: After School Program

Minutes added to school year: 97,200

Strategy Purpose(s)

- Enrichment

Strategy Description

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.

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.

School Improvement Goals

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.

Goals Detail

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).

Quick Keys: Goal: G048233

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	50.0
AMO Targets Math - All Students	49.0
Biology I End-of-Course assessment passing rate	47.0
FAA Writing % Proficient	

Resources Available to Support the Goal

- 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

- 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 the Goal	
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 the Goal	
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	Carolyn Francis
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 the Goal	
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.

Quick Keys: Goal: G048234

Targets Supported

Indicator	Annual Target
Students graduating in 4 years with a standard high school diploma	76.0
Students graduating in 5 years with a standard high school diploma	83.0
Students graduating in 4 years who are academically at-risk	63.0
Students dropping out of high school before graduation and not enrolling elsewhere	1.0
% On-time graduates scoring "college ready" in reading on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C	55.0
On-time graduates scoring "college ready" in math Postsecondary Education Readiness Test (P.E.R.T.) or other college placement test	27.0

Resources Available to Support the Goal

- 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

- 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

<i>Plan to Monitor Progress Toward the Goal</i>	
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.	
<i>Person Responsible</i>	Daisy Bush
<i>Schedule</i>	Biweekly, from 8/20/2014 to 5/29/2015
<i>Evidence of Completion</i>	One-hundred percent of classrooms observed are actively using essential and focus questions.

<i>Plan to Monitor Progress Toward the Goal</i>	
Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge	
<i>Person Responsible</i>	Carolyn Francis
<i>Schedule</i>	Biweekly, from 8/20/2014 to 5/29/2015
<i>Evidence of Completion</i>	One-hundred percent of lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge

<i>Plan to Monitor Progress Toward the Goal</i>	
Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.	
<i>Person Responsible</i>	Melvin Roberts
<i>Schedule</i>	Biweekly, from 8/20/2014 to 5/29/2015
<i>Evidence of Completion</i>	One-hundred percent of formal observations, walk-throughs, and lesson plans will be monitored for use of Webb's Depth of Knowledge

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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.

Quick Keys: Goal: G048233, Barrier: B120231, Strategy: 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	
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	
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	Daisy Bush
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	
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	
Schedule	
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

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

Quick Keys: Goal: G048233, Barrier: B139577, Strategy: 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	
All core teachers will be given an opportunity to take their classes to the computer lab at least once per week.	
Person Responsible	Carolyn Francis
Schedule	Weekly, from 9/8/2014 to 5/22/2015
Evidence of Completion	Daisy Bush, Carolyn Francis, Melvin Roberts

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.

Quick Keys: Goal: G048233, Barrier: B139578, Strategy: S151980

Strategy Rationale

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

Action Step 1	
Collaboration among stakeholders to develop a plan to minimize the amount of assessments given.	
Person Responsible	Melvin Roberts
Schedule	Monthly, from 9/30/2014 to 5/29/2015
Evidence of Completion	Lesson Plans, Testing Schedule, and Minutes from meetings

G1.B4 Teacher buy-in

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

Quick Keys: Goal: G048233, Barrier: B139579, Strategy: S151981

Strategy Rationale

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

Action Step 1	
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 conferences

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.

Quick Keys: Goal: G048233, Barrier: B139580, Strategy: S151982

Strategy Rationale

The teacher turn over rate is steadily increasing.

Action Step 1	
A school-wide support system will need to be establish to support new and beginning teachers.	
Person Responsible	Carolyn Francis
Schedule	Weekly, from 8/11/2014 to 5/29/2015
Evidence of Completion	

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.

Quick Keys: Goal: G048234, Barrier: B120232, Strategy: S132051

Strategy Rationale

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

Action Step 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.	
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	
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	
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.

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

Quick Keys: Goal: G048234, Barrier: B139581, Strategy: S151984

Strategy Rationale

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

<i>Action Step 1</i>	
Follow-up activities from professional development activities.	
<i>Person Responsible</i>	Carolyn Francis
<i>Schedule</i>	Weekly, from 8/11/2014 to 5/29/2015
<i>Evidence of Completion</i>	Walk-throughs, Lesson Plans, observations, minutes from department meetngs

G2.B3 Low performing, unmotivated students

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

Quick Keys: Goal: G048234, Barrier: B139582, Strategy: S151985

Strategy Rationale

A lack of student engagement.

<i>Action Step 1</i>	
Assignments will be rigorous and engaging.	
<i>Person Responsible</i>	Carolyn Francis
<i>Schedule</i>	Daily, from 8/18/2014 to 5/29/2015
<i>Evidence of Completion</i>	Lesson plans, student referrals, observations, and attendance

G2.B4 Community partnerships

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

Quick Keys: Goal: G048234, Barrier: B139583, Strategy: S151987

Strategy Rationale

The partnership between school and community will improve.

<i>Action Step 1</i>	
School and community involvement will increase.	
<i>Person Responsible</i>	Carolyn Francis
<i>Schedule</i>	Weekly, from 8/11/2014 to 5/29/2015
<i>Evidence of Completion</i>	Club agendas, SACS minutes and roster, sign-in sheets

Professional Development

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

Evidence of Completion

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

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

Evidence of Completion

Daisy Bush, Carolyn Francis, Melvin Roberts

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

Melvin Roberts

Participants

Leadership Team, District Representative, Administrators, Reading Coach

Schedule

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

Evidence of Completion

Lesson Plans, Testing Schedule, and Minutes from meetings

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

Evidence of Completion

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

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

Evidence of Completion

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

Evidence of Completion

Common board with essential and focus questions in all classrooms.

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

Evidence of Completion

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

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

Daisy Bush, Department Chairperson, Carolyn Francis

Participants

All teachers

Schedule

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

Evidence of Completion

Lesson plans, student referrals, observations, and attendance

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

Evidence of Completion

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

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Description	Summary	Total
Grand Total		0



Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

West Gadsden High School
200 PROVIDENCE RD
Quincy, FL 32351
850-442-9500
<http://www.gcps.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

West Gadsden High School will prepare students for college, career, and life readiness by assuring the essentials while expanding the possible.

Provide the school's vision statement

West Gadsden High School is committed to empowering students to think critically, collaborate responsibly and communicate effectively with others.

School Environment

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

Step 1: School leaders promote collaborative problem solving and open communication among teachers, parents, community members and students, i.e. SAC and Title I Parent Meeting.

The school leaders

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Selects a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Provides Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Recognizes and celebrates the contributions of school community members to school improvement efforts

Step 2: SBLT collect, analyze and use data to identify school needs

The SBLT

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Uses a variety of tools including technology to organize and analyze data

Step 3: Principal uses data to identify and plan for needed changes in the instructional program

The Principal

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment,

objectives and strategies are clearly aligned and articulated

- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Step 4: The SBLT implements and monitors the school improvement plan

The SBLT

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, PLC time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Step 5: The school uses systems thinking to establish a clear focus on attaining student achievement goals

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

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

The school creates an environment where students feel safe and respected before, during and after school

Before

- Faculty and staff members are required to attend morning duty in one of three areas: campus (courtyard) parent pick-up, cafeteria, and bus ramp. Middle school students remain inside the cafeteria for both breakfast and lunch, however, high school students are given the opportunity to remain in the high school courtyard. On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.

- For all student drivers, a separate parking lot is designated for their vehicles. All vehicles must be registered with the School Resource Officer. Students are required to present valid vehicle registrations and proof of insurance.

- A Security Guard and School Resource Officer are both present during the full school day.

- One or more members of the Administration are also present in the AM to ensure students' safety.

During

- A Security Guard and School Resource Officer are both present during the full school day.

- All three members of the Administration are also present throughout the day to ensure students' safety.

- A mentoring program will be implemented on-site beginning the 2nd nine weeks for ESE students --- Check and Connect --- and male students.

- Students and their families have access the district's homeless program, especially if they are experiencing homelessness, clothing needs, food and or shelter.

After School

- A 21st Century Community Learning Centers after-school program has recently been launched for three hours, three days a week for the remainder of the year. An administrator and site coordinator will be present to assist with administrative operations and campus security.

- School funded transportation is available after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.

In addition to routine safety procedures, the school

- Uses the Raptor Security System for checking in all visitors to the campus

- Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.

- Posts directional and informational signage throughout and out the campus (especially outside main entrance) and hallway

- Provides professional development through the district, state and at the school level on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

- Implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources

- Provides separate guidance counselors and services for both middle and high school students

- Enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary)

- Models and teaches interpersonal expectations in non-academic settings for non-instructional personnel --- office staff, bus drivers, cafeteria personnel, and after-school personnel --- and gives them instruction for reporting violations to appropriate administrator

- Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis

- Clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies

- Dictates safety protocol immediately and posts rules specific to the classroom on a classroom wall. Also, reiterates rules for common areas of the school, such as the hallways, library, gym, restrooms and school cafeteria.

- Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.

- Creates more opportunities for student-student and student-teacher

interaction through small learning communities, as lower student-teacher ratios promote interaction, staff members who are assigned as mentors to individual students or groups

- Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.

- Has a standing rule in the classroom that everyone's opinion is valued and being disrespectful to classmates is not acceptable.

- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (Professional Learning Communities and team meetings)

- Rewards students for academic achievement, but also reward improvement and best efforts
- Encourages students to lead regular class or school meetings with open discussion of issues, i.e. Student Government
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.)

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

West Gadsden High School follows the District's Student Code of Conduct for managing students' behavior. It was developed/written by school and district employees and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians, making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training with the first three months of their hire date to ensure and maintain a safe learning environment.

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

Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. Students in grades 6-8 have a middle school counselor while those in grades 9-12 have a senior high school counselor. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include Disc Village, Capital City Youth Services and Apalachee Mental Health, are suggested by the MTSS/RTI or administrative team. The SBLT also meets regularly to discuss students with barriers to academic and social success. Within the next month, mentors will be assigned to serve ESE students identified through the Check and Connect program. A distinguished gentlemen's group for male students has also been initiated on campus to help them deal with socio-emotional behaviors as they move from middle to high school and into post-secondary life.

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

The school's early warning system involves being able to identify students who may be at risk of dropping out and to help monitor these students' responses to interventions. Skyward, the data system that the school utilizes for identifying student level data including indicators for attendance, course failures, GPA, credit attainment, below grade level assessment performance, and behavior to determine potential risk for dropping out. The intended goal is to support students who have an increased risk of academic failure in order to get them back on track for academic success and eventual graduation. The list of the early warning indicators used in our system includes the following:

- 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
- Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics (Algebra 1)

- Two or more retentions
- Grade point equivalent below 2.0.
- Two or more early warning indicators
- Failure to be graduation-ready by the beginning of 12th grade

Data decision rules and interventions are developed to monitor and improve EWS which are detrimental to students' success. The district has also developed a plan of action for helping school with the identifying and monitoring through the hiring of a social worker assigned to secondary schools only. The district also partners with high schools to establish a graduation team which included the dropout prevention coordinator and guidance counselor. To ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, in-service training are held at the school level.

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	Students
Attendance below 90 percent	6	3
Attendance below 90 percent	7	4
Attendance below 90 percent	8	2
Attendance below 90 percent	9	4
Attendance below 90 percent	10	4
Attendance below 90 percent	11	3
Attendance below 90 percent	12	8
	Total	28
One or more suspensions	6	63
One or more suspensions	7	34
One or more suspensions	8	71
One or more suspensions	9	88
One or more suspensions	10	104
One or more suspensions	11	91
One or more suspensions	12	29
	Total	480
Course failure in ELA or Math	6	43
Course failure in ELA or Math	7	28
Course failure in ELA or Math	8	7
Course failure in ELA or Math	9	11
Course failure in ELA or Math	10	10
Course failure in ELA or Math	11	12
Course failure in ELA or Math	12	8
	Total	119
Level 1 on statewide assessment	6	37
Level 1 on statewide assessment	7	25
Level 1 on statewide assessment	8	42
Level 1 on statewide assessment	9	43
Level 1 on statewide assessment	10	36
	Total	183

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	37
Students exhibiting two or more indicators	7	23
Students exhibiting two or more indicators	8	31
Students exhibiting two or more indicators	9	37
Students exhibiting two or more indicators	10	48
Students exhibiting two or more indicators	11	35
Students exhibiting two or more indicators	12	15
	Total	226

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using Collections online ELA program, i-Ready for reading and mathematics, Adaptive Curriculum, Go Math, Acaletics, CPALMS lessons and resources; Parent notifications for students identified ; and counseling sessions for students and facilitator, and intensive courses. The Administrative team and the high school counselor both host quarterly senior meetings with parents and students in which grad checks are discussed. Interventions to close student need gaps related to earning warning system are also provided. Lastly, district initiatives such as Saturday test prep tutorials for state and national assessments for held either face-to-face or using PrepMe; credit recovery classes are offered using OdysseyWare; and targeted summer school sessions are also held.

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

<https://www.floridacims.org/documents/51346>

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

West Gadsden High School builds and sustains partnerships with the local community by hosting Open House and Back to School evening events; Parent Expos (at least four times annually); Senior and Junior Parents Night separately; School Advisory Council and School Improvement Meetings; Title 1 Parent Involvement Training and Meetings (at least four times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, Family Literacy Night, and College and Career Fairs including FAFSA and college registration for interested individuals.

Volunteers and business partners are invited to attend all events especially our college and career

events as vendors and guest presenters. Occasionally, selected community business persons are requested to come and discuss ways that they can support the school in its initiatives.

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	Email
Riggins, Sandra	Assistant Principal	riginssa@gcpsmail.com
Jackson, Willie	Assistant Principal	jacksonwi@gcpsmail.com
Moody, Cheryl	Instructional Coach	moodyc@gcpsmail.com
West, Ms. Pauline	Principal	westp@gcpsmail.com
	Guidance Counselor	

Duties

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

The SBLT'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 instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

Other member roles include:

Pauline West - Principal

Duties: Florida Standards, Differentiated Accountability, Faculty and Staff evaluations, CWTs, SIP, Digital Learning Plan and Progress Monitoring

Willie Jackson - Assistant Principal

Duties: Florida Standards ELA and Mathematics, Lunch and Bus Duty Supervision and duty roster, bus referrals, PLC/Meetings, Assemblies, Open House/Parent Expo, Student Study Teams, CWTs, Middle School Discipline and discipline committee, Year End Closing, CRISIS Team, SAC, transportation, Athletic Director, site and safety committee, LLT

Sandra Riggins - Assistant Principal

Duties: Articulation, Assemblies, Florida Standards, Open Houses, Substitutes, Lesson Plans, CWTs, New Teachers, High School Discipline, SIP, Year End Closing, family/community involvement, gifted, observation/shadowing, school calendar, textbooks, TCC Dual Enrollment, master scheduling, Teacher of the Year, 9-12 Curriculum, Writing, Graduation Check, District Assessment and School Data, LLT, Data Walls; SAT, ACT, PSAT, and PERT

Cheryl Moody - Academic Coach

Duties: Assemblies, Awards and Rewards, Florida Standards, FAIR testing, District Assessments Testing and Data Analysis, PLC/Meetings, Open House/Parent Expo, Lesson Plans and Focus Calendars, ELA

Walk-throughs, New Teachers, ELA and Social Studies Teachers, Textbooks, SIP, Performance Matters Data

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 SBLT 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 through the process of a multi-tiered system of supports.

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, WGHS began with the identification of trends and patterns using needs assessment, school-wide and grade-level data. Students who need instructional intervention beyond what was provided for positive behavior or academic content areas were provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS/RtI Team will function accordingly using the problem-solving method as follows:

1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. 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 and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?
 - 1) The SBLT's role is to develop a school implementation plan and ensure its implementation. Meeting will be held bi-weekly and more frequently if requested.
 - 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 collection, deliver Tier 1 instruction/intervention (Core Instruction and Supplementary 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 also, integrate core instructional activities/material into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
 - 5) Program Specialist will serve as a resource person for interventions and evidenced-based strategies in working with students. This person will also be responsible for keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
 - 6) Instructional Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs (FAIR and i-Ready) 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anitra Daniels	Parent
Mary E. Jackson	Parent
Nancy Sierra	Parent
Rex Barr	Parent
Towanda Thomas	Parent
Dennis Jones	Business/Community
Kathy Johnson	Business/Community
Lesia Mathews	Teacher
Jasmine Sailor	Teacher
Jordan Gaines	Student
Sameteria Shaw	Student
Pauline West	Principal
Allison Avelar	Student
Jahmonia Ellis	Student
	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

Development of this school improvement plan

School Advisory Council receives monthly updates on the implementation of the School Improvement Plan and makes necessary updates. The Council provides support and input in the operation of the school.

Preparation of the school's annual budget and plan

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

The amount is yet to be determined. We will use the funds to support interventions in reading and math...namely flash vocabulary cards and comprehension task cards. We will also purchase common core reading workbooks for 6-8th grades.

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

No

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	Email
West, Ms. Pauline	Principal	westp@gcpsmail.com
Riggins, Sandra	Assistant Principal	riginssa@gcpsmail.com
Jackson, Willie	Assistant Principal	jacksonwi@gcpsmail.com
Moody, Cheryl	Instructional Coach	moodyc@gcpsmail.com
Sailor , Jasmine	Teacher, K-12	sailorj@gcpsmail.com

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text and implement the Core Reading Program with fidelity.

The Literacy Leadership Team will promote literacy within the school by:

- Engaging in regular, ongoing, literacy professional development
- Participating in Professional Learning Communities
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implementing the Comprehensive Core Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participating in ongoing literacy dialogues with peers
- Creating and share project based learning activities designed to promote literacy
- Supporting and participating in classroom demonstrations and modeling of research-based reading strategies
- Reflecting on practices to improve instruction

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for some teachers to meet by common content and/or common grade-levels. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Teachers meet weekly in different professional learning centers including faculty meeting, grade level subject meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, we have teamed three physical education teachers and one art teacher first period; the two high school science teachers are paired second period; the entire sixth grade team and mathematics department are teamed separately third period; the two high school social studies department members are teamed fifth period; and the middle school social studies and 7th/8th team plan sixth period. Every second Tuesday, teachers will participate in forty-five minutes of team and/or department meetings with an administrator or lead teacher facilitating the professional development or planning session especially for progress monitoring. During all Tuesday after-school professional development activities, teachers will build rapport, fine-tune high yield teaching strategies, and create project based learning activities.

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

1. Potential applicants formally enter the job pool via the district online application process which allows the administrative team to begin the screening and selection process for potential candidates prior to the interview.

The Personnel Department along with the Director, hosts a district-wide transfer day and recruitment which are followed up with an orientation workshop to formally welcome new hires, complete necessary induction forms/applications, register for and practice using district technology programs as they pertain to job performance.

At the building site, new hires are extended the courtesy of housing and community information if they are seeking to relocate within the vicinity of the school. Certification is also provided for those requiring temporary and/or permanent issuance of teaching certificates.

2. 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. The instructional coach and assistant principal 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-CIMS model.

3. 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.

4. School level administration and district-level administrators will provide ongoing, high-quality, job embedded professional development that is aligned with the school's instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning.

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

Besides participation in the programs that the Gadsden district uses for mentoring --- the Florida's Professional Development Certification Program (PDCP) and Ed Training Center, new or beginning teachers are paired with mentor or peer teachers and/or the reading coach at the onset of being hired or assigned to the school. Pairings and planned activities are based mainly on the teacher's level of need and mentor's expertise and experience. Other reasons may include proximity to each other, shared planning time, and positive working relationship. The average mentor has a minimum of four or more years of successful teaching experience and holds a professional educator's certificate in the related subject area. The mentor teacher also serves as a leader in the school and is highly effective and highly qualified.

The professional development programs generally include: a support team to coordinate and support the professional development of the teacher; a peer mentor to offer face-to-face feedback and assistance throughout the learning experience; an assessor to provide guidance, assessment of program tasks and feedback (personnel department); a building-level administrator or designee to verify successful demonstration of all education competencies (teacher evaluation) and offer support throughout the program; competency-based tasks to provide in-depth acquisition of the Florida Educator Accomplished Practices; professional education test preparation to demonstrate knowledge of educational pedagogy; and a reading endorsement competency to demonstrate competency in reading methods and strategies. While the school relies heavily on the district to take the lead in the teacher induction program, one-on-one mentoring in lesson planning; classroom management strategies; individual student interventions; technical assistance with Skyward (student management system) and instructional software; data analysis for progress monitoring purposes; organizational skills and record keeping; management of professional learning communities in-service activities; implementation of the Marzano Evaluation process; and an overview of the new Florida Standards and project based learning activities are provided. The school's objective is to help ensure that all new and beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. We believe this

leads to retention of the best and most effective teachers and reduces the stress of constantly retraining and recruiting educators year after year.

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

West Gadsden uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. The school receives ongoing opportunities and trainings for unpacking the standards in both reading and mathematics. Unpacking the standard entails defining a learning target, designing a daily end product and planning a final, culminating end product. (A PBL plan is currently being developed by subject area teacher teams.) The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, district reading pacing guides, and district assessments (developed in Performance Matters) for additional alignment. CPALMS training was provided by their professional development team during pre-planning so that teachers would have readily available lessons, resources and activities. These tools aid in progress monitoring and assurance that the school adheres to the district's instructional goals. Additional time is spent in PLCs, learning how to implement the standards across the curriculum in all subject areas. Monitoring includes CWTs conducted by the administration and the district's ETO (Education Transformation Office). This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards

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

The school's SBLT members also serve as part of the RTI team due to limited number of staff members available to perform the duties. Generally, the team meets as needed to discuss and manage school wide situations. Most recently, our DA team specialist trained the team in meeting protocol, which has streamlined the decision-making process for all of us. It has also helped us to be better managers of time. Through the RTI process, all students in Tier 1 receive quality, research-based instruction, which is differentiated to meet their needs. Through periodic progress monitoring and data analysis struggling learners are identified and given additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and progress. At Tier 3, students receive individualized, intensive interventions that target their skill deficits for the remediation of existing problems and the prevention of more severe problems. In essence, the needs of all students are being addressed at some level, even if they are at the initial stage of awareness. The team feels that there is a great need to provide additional staff for ELL and ESE students. The school reviews data throughout the year. At the beginning of the year, FCAT data was disaggregated to determine placement in reading and mathematics courses. Students who received a Level 1 or 2 in reading were assigned to an intensive reading course or a NGCAR-PD instructor for reading strategies development and interventions. Students receiving a Level 1 in mathematics were assigned to a critical thinking course to receive to review and practice basic mathematical skills. Instruction is differentiated by adding the gradual release model as well as small group instruction to those in need. Occasionally, students are paired with other students to help support one another. Note-taking is being used in some grade level subject to help students become organized, learn to take notes, and improve comprehension. District assessments are being administered three times this year to monitor progress and guide instruction in mathematics, English language arts, social

studies and science classes. The program specialist assigned to the school, along with the Student Study Team, scheduled ESE and 504 students and coordinated their schedules as needed with teachers who have been trained in inclusion teaching. Likewise, ELL students have been scheduled with teachers with ESOL training. All students have been mainstreamed to experience the full benefits of being able to learn with their peers. Supports including modeling, scaffolding, peer help, extended discussion, and the use of visual aids are often employed.

To further differentiate instruction, all middle grade students are scheduled in lab classes a minimum of two periods weekly to receive supplemental reading, mathematics, and/or science instruction on i-Ready, Adaptive Curriculum, and FCAT Explorer. All high school students are assigned lab time for: ELA instruction and intervention through the i-Collections Series; Algebra 1, Algebra 2; Geometry, and ACT prep on Adaptive Curriculum and PrepMe; Biology and Chemistry on Adaptive Curriculum and FCAT Explorer. All students enrolled in mathematics courses covered by Acaletics have supplemental strategies, practice, and assessment materials to build and maintain skills for MAFS and EOC tests. All computer-based products and programs offered are aligned to Florida Standards. To monitor progress, teachers had to submit progress reports to the administration highlighting their students' accomplishments and a solution or next step for making improvement. (This report was due at midterm.) After the report cards are issued following each nine weeks grading period, teachers will be required to submit a progress monitoring report to show the current status as compared to the midterm. This initiative will support periodic data chats with both students and administration. Finally, while the literacy team has not been fully implemented, the school's library and classrooms are print rich. There is an array of literacy choices and texts available to meet the needs of all readers' interests and lexile measures. Resources to support instruction such as extensive classroom libraries, texts to support units of study, leveled books for small group instruction are available throughout the school site. Students have immediate access to all genres of materials.

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 type: After School Program

Minutes added to school year: 13,500

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities, and dropout prevention. The program will also engage adult family members in actively participating with students through educational and personal development opportunities.

Strategy Rationale

The purpose of providing this program is to:

1. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
2. Provide real-world activities that connect to the broader community
3. Provide effective tutoring and differentiated instruction for all skill levels
4. Integrate technology
5. Provide homework help
6. Plan activities that engage students and enhance skills across the curriculum.

Person(s) responsible for monitoring implementation of the strategy

West, Ms. Pauline, westp@gcpsmail.com

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

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. District assessment progress monitoring scores will also be used to determine gains in reading and mathematics.

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

Prior to the new school year beginning, the middle school counselor along with a team goes to the incoming elementary schools and discusses being prepared for the middle school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained as students develop their three year plans. Information for participation in extra-curricular activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder elementary schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 7th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on track academically. New term schedules are then built and issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their

family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

The administration also highly encourages students and parents to attend high school information nights offered throughout the year to keep parents abreast of school information and new policy changes regarding assessments and graduation requirements. Throughout the year, each guidance counselor is responsible for meeting individually and collectively with students and parents as needed to provide college, career, and life readiness skills.

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

In accordance with Florida Statutes, students in grade 8th are enrolled in M/J United States History & Career Planning to meet the middle grades promotion requirements. The current Florida CHOICES career planning program will be used to satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals. The Career and Education Planning course will result in a completed personalized academic and career plan for each student; emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields.

Through the Florida CHOICES career planning program, students will discover their interests, values, and skills; explore their college or career options; and plan their future through portfolio and resume' building. Upon completion of students' eighth grade year, students will create an ePEP (electronic Personal Education Plan) account on the FACTS.org website. Students, with their counselor's assistance, will select a graduation plan---career, college or standard; diploma type---standard or certificate of completion; graduation track---3 year/18 credits or 4 year/24 credits; and career cluster. For all other students, the counselors meet occasionally with them to monitor individual's occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursue a CTE path and take and pass corresponding certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy. They may pursue vocations in carpentry, business and technology, welding, nursing, nail technology, cosmetology and barbering, culinary arts, small engine repairs, automotive mechanics technology, and plumbing.

For students pursuing college-ready diplomas, taking the PERT, SAT, and ACT are strongly suggested to be eligible to attend Tallahassee Community College upon entering the tenth or eleventh grade and for achieving a score that allows entry in to a post-secondary institution of choice. The district's response to assisting the school with their endeavors includes transportation, textbook purchases, distance learning accommodations, dual-enrollment, and tuition. While the district has an agreement with TCC, the school also has a partnership that has been built through that relationship. This allows for dialogues regarding students' performance and pending registrations or probations. Students that enroll during their tenth grade year may earn an associates degree upon graduation from high school.

The school also has a partnership with FSU College of Medicine through the SSTRIDE program. Its concentration is on students who are interested in pursuing careers in the medical field. Students in grade ten will take a biology course this year taught by SSTRIDE instructors. They will also have a mentor teacher to assist with tutoring, their assignments and projects. Field trips and campus visits will also be included in preparation of career and college readiness. Students will earn a credit in biology upon successful completion.

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School, or Keiser College. The district also shares a partnership with Keiser College that allows high school junior to pursue their interests in culinary arts, criminal justice, and informational technology. To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida. Guests include public and private colleges and universities, the armed forces, state and federal businesses, and local organizations. Guest presenters are also invited to speak to audiences ranging from classroom-size to the whole school.

Lastly, student progress is monitored not only through district assessments, but through monthly data chats (more often if needed). The Principal requires teachers to provide progress monitoring data twice during the grading period to ensure that they are not waiting too long to address issues that can be addressed immediately. The key to instruction is mastery and to not allow students to fail without intervention. Once a student starts falling behind, a team including the administration, will conduct data chats with students and provide possible assistance to improve performance within the next grading period to ensure success at each grade level in order to graduate on time. Students are also scheduled in remediation/intensive classes in order to improve their state assessments scores to Achievement Level 3 or higher. Students who are at a level 2 are targeted for extra support with the resource teacher. Administration and the counselor meet with students in grades 11-12 to take a college entrance exam such as the SAT or ACT. Students who are still lacking the required score will be pulled in order to ensure they are taking every opportunity possible to earn the score they need for graduation and post-secondary school. Other partners include FSU CROP for middle school students, TCC Talent Search for high school students and Gadsden Schools 21st CCLC for all grade levels 6-12.

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

West Gadsden High School offers the following CTE programs and courses:

Program: Digital Design

Career Cluster: Arts, A/V Technology and Communication

Courses: Introduction to Information Technology (8207310)

Digital Design 1 (8209510)

Digital Design 2 (8209520)

Digital Design 3 (8209530)

Digital Design 4 (8209540)

Program: Information & Communications Technology (ICT) Essentials

Career Cluster: Information Technology

Courses: Information and Communications Tech Essentials 1 (9009110)

Information and Communications Tech Essentials 2 (9099120)

Information and Communications Tech Essentials 3 (9099130)

Program: Admin Office Specialist

Career Cluster: Business, Management and Administration

Courses: Introduction to Information Technology (8207310) – High School Course*

Industry Certifications include Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook) and Adobe.

Program: Culinary Arts

Career Cluster: Hospitality and Tourism

Courses: Culinary Arts 1 (8800510)

Culinary Arts 2 (8800520)

Culinary Arts 3 (8800530)

Students can expect industry certification as a certified culinarian and ServSafe certificates.

Program: Criminal Justice Operations

Career Cluster: Law, Public Safety & Security

Courses: Criminal Justice Operations 1(8918010)

Criminal Justice Operations 2 (8918020)

Criminal Justice Operations 3 (8918030)

Criminal Justice Operations 4 (8918040)

Seniors and graduates completing these courses usually enroll in Pat Thomas Law Enforcement Academy and earn their certifications as dispatchers, armed and unarmed security officers, and correctional officers.

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

West Gadsden High offers three career and technical education programs. These programs have been organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

The high school counselor and assistant principal have been involved with having students plan for post-secondary participation which begins with the entrance of new students into ninth grade. WGHS supports students and parents by placing an emphasis on the following indicators:

- Focus on improving and maintaining reading and mathematics achievement scores
- Counseling to take college preparatory math and science courses as well as meeting foreign language requirements
- Florida Gold Seal Vocational Scholarship and Bright Futures Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increase the number of students who may qualify for college dual enrollment courses
- Counseling to take college placement exams such as PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Focus on getting more students to use FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of Gadsden Technical Institute's dual enrollment program as a stepping stone to other post-secondary programs upon graduation

Additionally, the following strategies are being used for improving student readiness for the public post-secondary level:

- (1) Maximizing dual-enrollment recruitment efforts by having more 9th graders prepared to take the PERT, maintain their grade point averages, and be aware of the opportunities/take advantage of earning a two year degree prior to high school graduation.
- (2) Hosting Career/College fair or exposition on campus; invite all students in grades 6-12.
- (3) Administering the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the ACT.

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

West Gadsden High begins this process by providing a school wide focus on improving our reading achievement scores. Students are expected to use the close reading strategy and respond by citing text evidence in all classrooms. Students at the secondary levels, who are not at proficiency, are given intensive or critical thinking courses that focus on both English Language Arts and Mathematics standards. While we did not have a significant percentage of students enrolled in TCC's dual enrollment program last year, we have increased from three to five and have an additional five students prepared for the spring semester. Students are scheduled to enroll via our distance learning program---a partnership made possible by PAEC. Earlier this year, the guidance counselors coordinated a college/career fair with several universities and post-secondary institutions for our students and will plan another for the spring. All 11th and 12th graders who are not graduation-ready are being encouraged to use fee waivers and take college placement exams. Also, all students are offered the opportunity to earn industry certifications in Microsoft Office Suite and ServSafe as well as complete three sequential courses in business or the culinary arts.

As a priority, individual meetings with juniors and seniors are scheduled to assist with applying for the ACT and SAT. Once the scores are posted for the second semester, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application

process and/or the financial aid process. The counselors, senior sponsors, and university financial advisors will hold parent/student meetings to assist in the FAFSA application process. WGHS will also be working with the district's Parent Services Department and the district's graduation coach to improve student readiness for the post-secondary level. If students have not meet the requirements for graduation due to the FCAT 2.0 Reading, then they will be tutored and provided interventions to take the ACT or SAT for a concordant score. The graduation coach assists students with registering for the ACT and SAT. Monthly meetings will be held at the district level from January through July and monthly reports of student results will be shared with the Principals, Superintendent, Deputy Superintendent and Counselors to plan next steps for increasing graduation rates for all high schools in Gadsden and for post-secondary participation.

School Improvement Goals

Goals Summary

- G1. We will develop and enhance quality instruction through professional development to improve performance and enable students to meet their personal, academic, and career goals.
- G2. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will improve from 14% to 20% in performance as ranked with all combo schools in the state.

Goals Detail

G1. We will develop and enhance quality instruction through professional development to improve performance and enable students to meet their personal, academic, and career goals.

Quick Keys: Goal: G052958

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- DA Team, ETO Team, Administrators, Reading Coaches, Teachers

Targeted Barriers to Achieving the Goal

- Time

<i>Plan to Monitor Progress Toward the Goal</i>	
Students yearly, Quarterly, and monthly data will improve based on improved quality of instruction.	
Person Responsible	
Schedule	
Evidence of Completion	Yearly, Quarterly, and Monthly State, District, and School-wide Assessments, i-Ready

G2. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will improve from 14% to 20% in performance as ranked with all combo schools in the state.

Quick Keys: Goal: G050463

Targets Supported

Indicator

Annual Target

Resources Available to Support the Goal

- Teachers, Videos, DA Team, Model Teachers

Targeted Barriers to Achieving the Goal

- Instructional delivery is not at proficiency
- Protocol for effective collaboration is not in place for action planning.

<i>Plan to Monitor Progress Toward the Goal</i>	
Positive Outcome of Focused Classroom results	
Person Responsible	Ms. Pauline West
Schedule	Weekly, from 10/15/2014 to 5/22/2015
Evidence of Completion	Focused Classroom Walk-through

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will develop and enhance quality instruction through professional development to improve performance and enable students to meet their personal, academic, and career goals.

G1.B1 Time

G1.B1.S1

Quick Keys: Goal: G052958, Barrier: B133413, Strategy: S145299

Strategy Rationale

The teachers do not have time during the school day to attend professional development.

Action Step 1	
Professional Development (Based on teacher needs as spelled out in their evaluation)	
Person Responsible	Ms. Pauline West
Schedule	Monthly, from 11/3/2014 to 5/22/2015
Evidence of Completion	Improved teacher evaluation, improved data on state,district,school-wide, and classroom assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Classroom Walk-Through	
Person Responsible	Ms. Pauline West
Schedule	On 11/3/2014
Evidence of Completion	Focus Classroom Walk-through

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Students data will improve based on improved quality of instruction.	
Person Responsible	Ms. Pauline West
Schedule	On 11/3/2014
Evidence of Completion	Yearly, Quarterly, and Monthly Assessment Data

G2. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will improve from 14% to 20% in performance as ranked with all combo schools in the state.

G2.B12 Instructional delivery is not at proficiency

G2.B12.S1 Professional development on high yield strategies to ensure achievement of learning expectations.

Quick Keys: Goal: G050463, Barrier: B126412, Strategy: S138429

Strategy Rationale

Action Step 1	
Professional Development on High Yield Strategies	
Person Responsible	Ms. Pauline West
Schedule	Biweekly, from 10/28/2014 to 5/22/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G2.B12.S1	
Classroom Walk-through	
Person Responsible	Ms. Pauline West
Schedule	Weekly, from 10/13/2014 to 5/22/2015
Evidence of Completion	Focus Classroom Walk-through

Plan to Monitor Effectiveness of Implementation of G2.B12.S1	
Student data will increase based on effective use of instructional practices.	
Person Responsible	Ms. Pauline West
Schedule	Weekly, from 10/28/2014 to 5/22/2015
Evidence of Completion	Quarterly Assessments, School Wide Data

G2.B13 Protocol for effective collaboration is not in place for action planning.

G2.B13.S1 Create a system for collaboration at the school to achieve positive outcomes.

Quick Keys: Goal: G050463, Barrier: B126413, Strategy: S138403

Strategy Rationale

Action Step 1	
Establish a protocol for school-wide collaborative meetings (calendar, roles, norms, forms, reference sheet, model teachers)	
Person Responsible	Ms. Pauline West
Schedule	On 10/7/2014
Evidence of Completion	Calendar, Meeting Forms, Notes

<i>Plan to Monitor Fidelity of Implementation of G2.B13.S1</i>	
SBLT will establish a system for Early Warning System (EWS) specifically targeting attendance, whereas reducing the number of students.	
<i>Person Responsible</i>	Ms. Pauline West
<i>Schedule</i>	Monthly, from 10/15/2014 to 5/22/2015
<i>Evidence of Completion</i>	Interim Reports 4 1/2 weeks (SBLT)

<i>Plan to Monitor Effectiveness of Implementation of G2.B13.S1</i>	
Positive outcome of focused classroom results	
<i>Person Responsible</i>	Ms. Pauline West
<i>Schedule</i>	Weekly, from 10/15/2014 to 5/22/2015
<i>Evidence of Completion</i>	Focused Classrooms Walk-Through

Professional Development

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

G2. If we implement high yield instructional strategies that ensure achievement of learning expectations then we will improve from 14% to 20% in performance as ranked with all combo schools in the state.

G2.B12 Instructional delivery is not at proficiency

G2.B12.S1 Professional development on high yield strategies to ensure achievement of learning expectations.

PD Opportunity 1

Professional Development on High Yield Strategies

Facilitator

Emily Jones, DA

Participants

School Based Leadership Team

Schedule

Biweekly, from 10/28/2014 to 5/22/2015

Evidence of Completion

G2.B13 Protocol for effective collaboration is not in place for action planning.

G2.B13.S1 Create a system for collaboration at the school to achieve positive outcomes.

PD Opportunity 1

Establish a protocol for school-wide collaborative meetings (calendar, roles, norms, forms, reference sheet, model teachers)

Facilitator

Emily Jones , DA

Participants

School Based Leadership Team (SBLT)

Schedule

On 10/7/2014

Evidence of Completion

Calendar, Meeting Forms, Notes

Technical Assistance

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description
Grand Total

Total
0

Rubinter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: November 18, 2014

TITLE OF AGENDA ITEM: Request to Advertise – Notice of Intent to Amend a Policy

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Permission is requested to advertise the Notice of Intent to Amend Policy 5410 (Student Progression Plan) in order to be in compliance with Florida Statute 1008.25.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RWS* Rosalyn W. Smith

POSITION: Deputy Superintendent _____

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: November 18, 2014

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policies Numbered 5410 (Student Progression Plan).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to comply with Florida Statutes 1008.25.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policies Numbered 5410 (Student Progression Plan) in order to be in compliance with Florida Statutes 1008.25.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, January 27, 2015

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE: Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE: Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: November 18, 2014

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

The School Board of Gadsden County

Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

5410 - STUDENT PROGRESSION

The School Board shall provide for the placement, acceleration, and progression of students through adopted comprehensive student progression plans that must, at a minimum:

- A. provide standards for evaluating each student's performance, including how well s/he masters the performance standards approved by the State Board of Education;
- B. provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on Statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style;
- C. provide appropriate alternative placement for a student who has been retained two (2) or more years;
- D. list the student eligibility and procedural requirements established by the School District for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to F.S. 1002.3105;
- E. notify parents and students of the District's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to F.S. 1002.3105;
- F. advise parents and students that additional ACCEL options may be available at the student's school, pursuant to F.S. 1002.3105;
- G. advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to F.S. 1002.3105;
- H. advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to F.S. 1002.3105;
- I. advise parents and students of the early and accelerated graduation options pursuant to State law and Policy [5464](#) - Accelerated Graduation Options;
- J. list, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to F.S. 1007.271.

F.S. 1002.3105, 1003.4156, 1003.428, 1003.4281, 1003.429, 1003.43
F.S. 1007.271, 1008.25
F.A.C. 6A-1.094222

STUDENT PROGRESSION PLAN

2014 – 2015 (REVISED)

“Building a Brighter Future for All Students”

GADSDEN COUNTY SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.

QUINCY, FL 32351

850-627-9651

REGINALD C. JAMES

SUPERINTENDENT OF SCHOOLS

PENDING SCHOOL BOARD APPROVAL

DRAFT

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FOREWORD

In 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

Statement of Beliefs

The Gadsden County School District believes that . . .

All students can learn.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.

Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.

Education is the key to opportunity and social mobility.

A safe and supportive learning environment promotes student achievement.

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.

The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)

The development of a caring school community should be a priority for our school system.

The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

VISION STATEMENT

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.



MISSION STATEMENT

Our mission is *Building a Brighter Future* as we prepare students for success in life.

ELEMENTARY STUDENT PROGRESSION



LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements. --It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)

I. ENTRANCE REQUIREMENTS AND PLACEMENT

A. INITIAL ENTRY INTO KINDERGARTEN

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- a. Evidence of child's date of birth.
- b. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
- c. Evidence of immunizations.
- d. Evidence of a medical examination completed within the last twelve months.

B. INITIAL ENTRY INTO FIRST GRADE

Prior to placement in first grade, students are required to:

- a. Be six years of age on or before September 1 of the school year, and
- b. Have successfully completed a public school kindergarten program, or who otherwise meets the criteria through ACCEL (See section XII)
- c. Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card or letter by the administrator of the school, certifying satisfactory completion of a kindergarten program.

C. TRANSFERS FROM OUT-OF-STATE SCHOOLS OR OUT-OF-COUNTRY SCHOOLS

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

Students who transfer from an out-of state school/country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- a. Status as legal residents of that state/country at the time of their child's enrollment.
- b. Child's date of birth.
- c. Immunization.
- d. A medical examination completed within the last twelve months.
- E. An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student.

D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE SCHOOLS

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the FLKRS upon fall entry into kindergarten.

A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- a. Academic performance/concept development
- b. Communication competence
- c. Social/emotional behavior
- d. Health and physical development
- e. Home language
- f. English language proficiency assessment
- g. Previous academic records

II. PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

A. ADEQUATE PROGRESS

Adequate progress in reading and mathematics as demonstrated by student performance on the Florida Standards as measured by the Florida Standards Assessment in grades 3-5 and district/classroom assessments in grades KG-2nd. Such assessments may include, but not be limited to: standardized assessments, state benchmark assessments, classroom performance assessments, fluency probes, reading comprehension level, etc.

B. ADEQUATE PROGRESS LEVELS

Grade Level	English/Language Arts	Mathematics	Science
K	<i>iReady</i> 46-60	<i>iReady</i> 41-50	District End-of-Year Assessment
1st	<i>iReady</i> 46-60	<i>iReady</i> 41-50	District End-of-Year Assessment
2nd	<i>iReady</i> 39-52	<i>iReady</i> 32-41	District End-of-Year Assessment
3rd	≥ Level 2 FSA	≥ Level 2 FSA	District End-of-Year Assessment
4th	≥ Level 2 FSA	≥ Level 2 FSA	District End-of-Year Assessment
5th	≥ Level 2 FSA	≥ Level 2 FSA	≥ Level 2 FCAT 2.0

C. PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must receive a “satisfactory” grade in language, reading, mathematics, and writing and demonstrate progress in science and social studies. Consideration should also be given to social growth, work habits, and school Readiness Uniform Screening.

D. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

A student must receive passing grades in the areas of reading, language and mathematics, and demonstrate progress in process writing, science and social studies.

E. PROMOTION FROM GRADE 3 TO GRADE 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading.

A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

F. PROMOTION FROM GRADE 4 TO GRADE 5 AND FROM GRADE 5 TO GRADE 6

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science.

G. RETENTION DECISIONS

Retention decisions will be made on a case by case basis with the principal having the final decision.

H. SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

I. GRADES / ATTENDANCE

Students who receive a failing grade or have excessive absences may be considered for retention.

J. ENGLISH LANGUAGE LEARNERS (ELL)

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.

III. ASSESSMENTS

A. STATEWIDE ASSESSMENT PROGRAM

All students will participate in the statewide assessment program as specified by F.S. 1008.22. Students performing below the defined proficiency levels in reading and mathematics will receive further assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.

B. SCREENING AND DIAGNOSTIC ASSESSMENT

Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

Students in grades K-5 will participate in regular district or classroom reading, mathematics, science, social studies, and writing assessments.

IV. INTERVENTION AND REMEDIATION

A. SUBSTANTIAL DEFICIENCY IN READING

Students that exhibit a substantial deficiency in reading as determined by standard assessments will be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through standardized assessments at the beginning of the grade following the intensive reading instruction. Teachers will continue to implement intensive reading instruction until the reading deficiency is remediated.

B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

The classroom teachers shall allocate remedial and supplemental instruction (Tier 2 and/or Tier 3) as specified by current Florida Statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

V. PARENT NOTIFICATION AND PROGRESS MONITORING

A. DANGER OF FAILURE NOTIFICATION

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification. [FAC 6A-6.0908]

B. NOTIFICATION LANGUAGE

Notification will be in a language or mode of communication understandable by parents/guardians, unless clearly not feasible.

C. GRADE 3 RETENTION NOTIFICATION

The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.

D. FREQUENT MONITORING OF STUDENT PROGRESS

Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental (Tier 2 and/or Tier 3) instruction. [F.S. 1008.25(4)(c)]

E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

Annually, the school district will provide a written report to parents/guardians in a language they understand, unless clearly not feasible [FAC 6A-6.0908(2)], the following information:

1. the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
2. the results on each statewide assessment test including: FCAT Science Grade 5; and
3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.

VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

A. INTENSIVE INSTRUCTION

Students who are retained will be provided an intensive program that is different from the previous year's program which can include, but not limited to adapting to a student's learning style, change in teacher, change in delivery models, or other assistance.

B. GRADE 3 RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause.

VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

Students who are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

B. GOOD CAUSE EXEMPTIONS

Good cause exemptions for grade three retentions shall be limited to the following: [\[F.S.1008.25\(6\)\(b\)\(1-6\)\]](#)

1. English Language Learner/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program who meet all other district promotion requirements.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on the alternative assessment adopted by the State Board of Education:

The alternative assessment is provided as another opportunity to demonstrate mastery of third grade reading skills. School districts may choose when to administer the test. Students who score at the 45th percentile or higher on SAT 10 are eligible for promotion to grade 4, and may be promoted if all other district requirements for promotion have been met.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Language Arts Florida Standards tested benchmarks in reading equal to at least a Level 2 performance.
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the school's Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.

IX. OTHER RETENTION WAIVERS

A. SOCIAL PROMOTION

A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

B. GOOD CAUSE RETENTION WAIVER

The principal, with input from the school intervention team (SIT), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

X. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

A. MID-YEAR PROMOTION

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.

B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria:

For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [\[FAC 6A- 1.094222\]](#).

The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade.

These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. MID-YEAR PROMOTION AUTHORITY

For all mid-year promotions:

The principal will recommend mid-year promotion for all eligible students. The Superintendent/Designee will review and sign all mid-year promotion recommendations.

E. PROGRESS MONITORING PLAN (PMP)

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

A. DIAGNOSTIC ASSESSMENT

Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the *iReady* assessment.

B. GRADE 3 RETENTION READING REQUIREMENT

Students who have been retained once in grade 3 will continue to participate in a 90-minute reading block and receive additional instructional time.

C. READING REMEDIATION FOR MULTIPLE RETENTION

Students who have been retained twice in grade 3 will be provided with 180 minutes of reading instruction.

XII. ACCELERATION

I. Academic Challenging Curriculum to Enhance Learning (ACCEL)

- A. ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

II. Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.**

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

Advanced Work Class – A student is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student’s current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the Request for Elementary Acceleration form (**Appendix B**).
2. The parent must meet with the Principal to review the request and the student’s eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a Elementary Performance Contract (**Appendix C**) prior to acceleration being granted.

XIII. INSTRUCTIONAL PROGRAM

A. STANDARDS AND BENCHMARKS

The District School Board of Gadsden County Curriculum for elementary students is the benchmarks of the Florida State Board adopted Florida Standards in English/language arts, mathematics, science/health, social studies, physical education, and the arts.

B. INSTRUCTIONAL ALIGNMENT AND FOCUS

All teachers shall provide instruction that supports student mastery of the Florida Standards. Students in K-5 shall have regular study of mathematics, science/health, English/language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.

C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

Each school will offer instruction for English Language Learners that complies with the 1990 LULAC/META Consent Decree and with the District School Board of Gadsden County ELL Plan.

XIV. STUDENT RIGHTS FOR INSTRUCTION

A. STUDENT RIGHT TO PARTICIPATE

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S. 1000.05]

B. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) / ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [F.S. 1003.56].

C. PRIMARY LANGUAGE SERVICES

Services will be provided as outlined in the District School Board of Gadsden County ELL Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

D. USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [FS 1003.56]. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English. [FAC 6A-6.0908(3)]

E. DISCRIMINATION POLICY

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. FLORIDA VIRTUAL SCHOOL ACCESS

Students in grades K-5 that meet eligibility criteria outlined in [FS1002.455] may access K-5 courses through K12 Virtual School and PAEC Virtual School.

G. ACCESS TO MIDDLE SCHOOL COURSES

Students in grades 4 and 5 who score at level 5 on FCAT 2.0 reading or math and meet other criteria established in the ACCEL plan have the option to access 6th grade courses through K12 Virtual School and PAEC Virtual School.

H. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School is completely Internet-based and serves students in grades K-12. Students with access to the Internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. Students earn credits through course work completion.

XV. GRADING OF STUDENT PERFORMANCE

A. TEACHER AUTHORITY

The teacher will be the authority in assigning each student a grade.

B. GRADE EQUIVALENT

Elementary (K-2)

For language arts, mathematics, science, and social studies, grades shall be calculated using a standards-based grading scale. Codes used shall be **EX** for Exemplary, **PR** for Proficient, **AP** for Approaching, and **ND** for Needs Development.

The following table shall be used to establish standards-based grades:

Exemplary (EX)	Proficient (PR)	Approaching (AP)	Needs Development (ND)
90% - 100%	70% - 89%	60% - 69%	Below 60%

Quarterly grades for the four (4) core academic courses shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

Elementary (3-5)

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. For grades 3-5, any course other than the four (4) core academic courses, grades of S, N, or U shall be awarded.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

C. OTHER CONTENT AREAS

The academic grades reflecting achievement for art, music and physical education in Grades KG - 5th will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

D. CONDUCT

Student Conduct will be indicated by the following designations:

Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.

Satisfactory Usually participates. Completes class assignments and homework and is attentive.

Needs Improvement Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.

Unsatisfactory Does not participate. Never completes assignments and is disruptive in class.

E. EVALUATION OF ACHIEVEMENT

Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and/or Florida Standards.

F. INSTRUCTIONAL LEVEL

The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student will be indicated by the designation on, above, or below. These designations will be reflected in grades KG–5 quarterly. The designation will indicate the student is working on mastery of Next Generation Sunshine State Standards and/or Florida Standards predominately for that level.

G. KINDERGARTEN COMPETENCIES

Kindergarten grading will be a rubric marked to indicate a student's progress towards mastery of standards.

XVI. REPORT CARDS

A. TEACHER COMMENTS

Teacher comments on the report card can be generated for each subject area.

B. NARRATIVE EXPLANATION OF GRADING SYSTEM

The report card shall contain an explanation of the grading system.

C. QUARTERLY ISSUANCE

Report cards shall be issued quarterly. Additionally, mid-grading period progress reports will be issued for all students.

D. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

E. GRADE REVIEW

Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation.

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MIDDLE SCHOOL STUDENT PROGRESSION



MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

A. SUCCESSFUL COMPLETION OF COURSES

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade	English/Language Arts	Mathematics	Science	Social Studies
6	M/J Language Arts 1	Grade 6 Mathematics	M/J Comprehensive Science 1	M/J World Geography
7	M/J Language Arts 2	Grade 7 Mathematics	M/J Comprehensive Science 2	M/J Civics
8	M/J Language Arts 3	Grade 8 Pre-Algebra	M/J Comprehensive Science 3	M/J United States History & Career Planning

* Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the Algebra I statewide, standardized assessment—which must constitute 30% of the final course grade—and earn a passing grade in the course.

**To earn high school credit for geometry or Biology 1, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

***Each student's performance on the statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade.

B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education.

If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade.

The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS 1008.22(3)(C)(2)(b)]

C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will

develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

D. REQUIRED PARENT MEETING

Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [\[F.S.1003.4156\(1\)\(a\)\(1-5\)\]](#)

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. INTENSIVE/INTEGRATED READING

Reading Remediation - If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the District School Board of Gadsden County K-12 Comprehensive Reading Plan as required by [\[F.S. 1001.62\(8\)\]](#).

B. INTENSIVE/INTEGRATED MATHEMATICS

Mathematics Remediation – If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

A. TEACHER AUTHORITY

The teacher shall be the authority in assigning each student a grade.

B. GRADING SCALE

Evaluation of achievement will indicate progress toward the mastery of the Florida Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above average progress
C	70-79%	2.0 GPA	Average progress
D	60-69%	1.0 GPA	Lowest acceptable progress
F	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

C. ASSIGNMENT OF FINAL GRADES

The student's final grade in a course will be determined by-quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

Grade 6

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. Non-core courses shall use the following calculation method: $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

Grade 7 and 8

1. For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + \text{End of Year (EOY)/ End of Course (EOC)} (.30) = \text{Course Grade}$.
2. Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
3. For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
4. Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
5. For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + \text{EOY/EOC} (.30) = \text{Course Grade}$.
6. Quarterly grades shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

D. TEACHER COMMENTS

Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

E. FREQUENCY OF REPORT CARD DISTRIBUTION

Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.

F. DANGER OF FAILURE

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [FAC 6A-6.0908].

G. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

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IV. EXPECTED PERFORMANCE LEVELS

A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

Students in Florida and Gadsden County are expected to meet state and local performance standards as follows:

Grade	Reading	Mathematics	Science	Social Studies
6	≥ Level 2 Grade 6 FSA ELA	≥ Level 2 Grade 6 FSA Mathematics*	60% or higher End-of-Year Assessment	60% or higher End-of-Year Assessment
7	≥ Level 2 Grade 7 FSA ELA	≥ Level 2 Grade 7 FSA Mathematics*	60% or higher End-of-Year Assessment	≥ Level 2 Civics EOC
8	≥ Level 2 Grade 8 FSA ELA	≥ Level 2 Grade 8 FSA Mathematics*	≥ Level 2 Grade 8 FCAT 2.0 Science*	60% or higher End-of-Year Assessment

*or pass the appropriate high school end-of-course assessment

B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Alternative Assessment instead of FCAT 2.0 or the Florida Standards Assessment.

V. RETENTION

A. MORE THAN TWO FAILURES

Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.

B. TWO FAILURES (GRADES 6 OR 7)

Students in grade 6 or 7 who fail two of the 4 core academic courses have the option to enroll in K12 Virtual School or PAEC Virtual School to participate in credit recovery during the summer. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course through either K12 Virtual School or PAEC Virtual School during the summer. These students are expected to be enrolled in credit recovery for the second failed course during the next school year.

C. ONE FAILURE

Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to do credit recovery through K12 Virtual School or PAEC Virtual School during the summer.

D. PROMOTION TO GRADE 8 OR 9

7th grade students must successfully complete all 6th grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8th grade students must successfully complete all 6th, 7th, and 8th grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.

E. CONDITIONAL PROMOTION (GRADES 7 OR 8)

Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1st quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) PROMOTION/RETENTION

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [FAC 6A- 1.09432].

G. SUMMER SCHOOL IN OTHER DISTRICTS

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.

H. OTHER REASONS FOR RETENTION

Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION POLICY

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken.

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses (see above) are accessible only through Gadsden County Virtual School or Florida Virtual School's (FLVS) Part Time Program.

Credit Acceleration Program (CAP) - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2014-15, these courses include Algebra 1, Geometry, Biology, and United States History.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1.**
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1.**
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1.**
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **October 1.**

- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Multi-Age Gifted – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day.

This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

Procedures - The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (**Appendix F**).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract* (**Appendix G**) prior to acceleration being granted.

Criteria and Procedures

Criteria	Whole Grade Promotion	Mid-Year Promotion	*Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Gifted Multi-Age (3 year program)
School Based, Parental and Teacher-Initiated Requests	Request must be submitted in writing by May 1 of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		School-Based decision
Assessment Results and Grades	<p>A recent FCAT 2.0 Level 5 of FSA Level 5 in reading <u>and</u> mathematics.</p> <p>Final grades in previous school year core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p> <p>Current core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p>		<p>A recent FCAT 2.0 Level 5 of FSA Level 5 in reading <u>or</u> mathematics.</p> <p>Final grades in previous school year core course work being considered for acceleration must reflect 90% or above.</p> <p>Current core course work being considered for acceleration must reflect 90% or above.</p> <p>*See Appendix E for Fast-Track Advanced Math Placement Criteria</p>		<p>District identified gifted students</p> <p>Students with high academic achievement pending availability as determined by school staff</p> <p>School-based matrix (See school counselor)</p>
Attendance	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days				
Teacher Recommendation	A written recommendation from the student's current grade level teachers for promotion requested				
School Counselor Recommendation	A written recommendation from the student's current school counselor for promotion requested				
Principal Approval	In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes.				
District Approval	If promotion involves a change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process.				

VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [FAC 6A-6.0908(2)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

A. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) READING INSTRUCTION

As required by [F.S. 1003.56], the District School Board of Gadsden County will provide ELL/ LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non- ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FCAT Reading or FSA ELA in courses appropriate to their level of English proficiency and reading ability.

B. ENGLISH LANGUAGE LEARNER (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) STUDENT READING PERFORMANCE

Diagnostic, placement, progress monitoring and evaluation of ELL/ LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

A. COURSES AVAILABLE

High School Credit in Middle School

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., Middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan.

Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

B. GRADE FORGIVENESS

Based on [F.S. 1003.428], middle school students who attempt Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology 1, Biology 1 Honors, Anatomy and Physiology, Spanish I, Spanish II, or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

C. AWARDING OF CREDIT

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade. Please see **Appendix D** for complete description of Middle Grades EOC requirements. Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9th grade. Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

X. TRANSFERS FROM OTHER SCHOOLS

A. FOREIGN STUDENTS

Foreign-Born Students - The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.

B. MILITARY CHILDREN

See **Appendix A** for Military Children

C. HOME EDUCATION

Home Education [F.S. 1002.41]

1. A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.
4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
5. Parents shall provide for annual educational evaluations documenting that the student’s educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

D. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL ACCESS

1. Students, including home education students, may take middle grades level courses offered through the K12 Virtual School and PAEC Virtual each year.
2. K12 Virtual School and PAEC Virtual School courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include K12 Virtual School or PAEC Virtual School course(s).
3. Students requesting to take a course offered by K12 Virtual School or PAEC Virtual School must have parent approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in K12 Virtual School or PAEC Virtual School.
4. Schools must accept all academic grades and credits attempted and/or earned at K12 Virtual School or PAEC Virtual School as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to K12 Virtual School and PAEC Virtual School courses.
5. To avoid academic penalties, students must withdraw from courses based on deadlines set by K12 Virtual School and PAEC Virtual School.
6. A full-time K12 Virtual School or PAEC Virtual School student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

E. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning Options a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear.

K12 Virtual School and PAEC Virtual School are completely Internet-based and serve students in grades 6-8. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering K12 Virtual School or PAEC Virtual School.

PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> • K12 Virtual School and PAEC Virtual School are Full Time district schools. • K12 Virtual School and PAEC Virtual School deliver online instruction through contracted Virtual Instruction Providers. • K12 Virtual School and PAEC Virtual School operate by all District guidelines, policies, and procedures. • K12 Virtual School and PAEC Virtual School follow the District’s Student Progression Plan. • K12 Virtual School and PAEC Virtual School students are required to follow the District Attendance Policy. • K12 Virtual School and PAEC Virtual School follows the District school calendar. • Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s). • Parents and students must attend an orientation session and/or personal interview with the K12 Virtual School or PAEC Virtual School Supervisor or designee prior to enrollment. • Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for K12 Virtual School and PAEC Virtual School students. • Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students’ home from the provider. • Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/ guardian accounts that are set up with the selected Virtual Instruction Provider.
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> • According to section 1002.455, Florida Statutes, students who want to enroll in K12 Virtual School or PAEC Virtual School must meet at least one of the following criteria specified: • Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys. • Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent’s permanent change of station orders.

	<ul style="list-style-type: none"> • Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.415, or a full-time Florida Virtual School Program under Section 1002.37 (8) (a) of Florida Statutes. • Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
PROMOTION POLICY	<p>Middle school grade promotions requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> • 6th Grade- Language Arts, Math, Science, Social Studies • 7th Grade- Language Arts, Math*, Science, Social Studies/Civics** • 8th Grade- Language Arts, Math*, Science, Social Studies/Career Education and Planning <p>* To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.</p> <p>Beginning with the 2012-2013 school year, to earn high school credit for</p>
EXTRA- CURRICULAR ACTIVITIES	<p>K12 Virtual School and PAEC Virtual School students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school.</p>
STATE /LOCAL ASSESSMENTS REQUIRED	<p>6-8 students take <u>all</u> required state (FSA, FCAT, EOC, etc) and district assessments identified on the District Assessment Calendar.</p>

XI. STUDENTS RIGHTS FOR INSTRUCTION

A. EQUAL ACCESS

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [FS 1000.05]

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [FS 1003.56]. Services will be provided as outlined the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. APPROPRIATE USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [F.S. 1003.56]. No national language minority or English Language Learner student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

D. TEEN PARENT PROGRAM

Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [F.S. 1003.54], pregnant or parenting teens may participate in a teenage parent program.

E. DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board Policies and Procedures.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

HIGH SCHOOL STUDENT PROGRESSION



I. GRADUATION REQUIREMENTS

To graduate from high school with a standard diploma, students must complete the following requirements:

1. Successfully complete all required courses for a standard diploma and earn twenty-four (24) credits.
2. Achieve a cumulative unweighted grade point average of 2.0 on a 4.0 scale.
 - Grade point averages in grades 9-12 shall be calculated on both a weighted (5 point) and unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
 - All state requirements for reporting grade point averages will be computed and reported on an unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
3. Pass the appropriate statewide, standardized assessments (FCAT, FCAT 2.0, FSA) and End-of-Course Exams (EOC) required for graduation. Concordant score on the SAT/ACT or other approved tests can be used to meet this graduation requirement.
4. Any home school student wishing to receive a diploma from his/her district high school should get specific information about FCAT 2.0, FSA, EOC (End of Course) and statewide assessments testing from the School Choice office prior to the 10th grade.

II. GRADUATION PLANS AND TIMELINES

A. STUDENTS ENTERING GRADE NINE IN THE 2011-2012 SCHOOL YEAR

4 Credits English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be geometry
Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component
An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
.5 credit in U.S. Government
.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible courses are specified in the Florida Course Code Directory at
<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

B. STUDENTS ENTERING GRADE NINE IN THE 2012-2013 SCHOOL YEAR

4 Credits of English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible Courses are specified in the Florida Course Code Directory at

<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

C. STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advance Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses.

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit for substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

D. STUDENTS ENTERING GRADE NINE IN THE 2014-2015 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education *

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articualtion/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

E. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) PROCEDURES AND GUIDELINES FOR 9-12 HIGH SCHOOL STUDENTS

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP).

Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S. 1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned all of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida statutes F.S. 1003.4156, 1008.22 (3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion in high school.
- **Subject-Matter Acceleration (Credit Acceleration Program – F.S. 1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.
 - The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.
 - The EOC will be administered only at the times established by the state assessment calendar.
 - The score necessary to earn credit will be determined by the state and applied in all situations.
 - Only credit (no grade) will be earned by meeting the passing score on the EOC.
 - For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
 - For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
 - For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
 - For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **October 1**.
 - As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT scores and

grade in the most recent math or science course taken.

- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

II. COURSE CREDIT (F.S. 1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

A. COURSES EXCLUDED FROM CREDIT AWARDING (F.S. 1003.43(7))

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student, and parent).

B. COURSE SUBSTITUTIONS AND WAIVERS (F.S. 1011.62, AND ANNUAL COURSE CODE DIRECTORY)

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements.

The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

Required Courses	Approved Substitutions
1.0 HOPE (Health Opportunities through Physical Education)	Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels <u>and</u> a passing score of "C" on a Personal Fitness Competency test. OR Completion of two (2) full years of JROTC
1.0 Performing/Fine/Practical Arts	Completion of two (2) full years of JROTC

Other Course(s) with Allowable Substitution	Approved Substitutions
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3)
0.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student’s study of a foreign language (in this case, the foreign language is English for that student)
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of their own country’s primary language	1.0 – 4.0 credits in English (e.g., an Italian student get credit for studying Italian in the same way that an American student gets credit for studying English)
0.5 Credit / 1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S. 1003.43)
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma)

B. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student-athlete. You are responsible for achieving and protecting your eligibility status.

C. COURSE TITLES ON TRANSCRIPTS

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the District School Board of Gadsden County curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

D. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment.

A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state.

Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination.

In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

E. ENGLISH LANGUAGE LEARNERS (ELL) / LIMITED ENGLISH PROFICIENT (LEP) CREDIT

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory.

English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students.

The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools.

Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

F. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL/LEP.

III. TRANSFER OF CREDITS

A. REQUIREMENTS FOR TRANSFER, FOREIGN-BORN AND/OR ELL/LEP STUDENTS

Students who enter a Florida public school in 11th and 12th grade from out-of-district or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FCAT required in F.S. 1008.22(3) SAT/ACT and other alternate assessments described in F.S. 1008.22(10). Florida Statutes may change options for alternative assessments. End of course assessments required for the student's grade 9 cohort are required unless specific assessments have been taken in the state the student transfers from. The school counselor and registrar will determine the course and assessment requirements for the transferring student.

The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school.

Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

B. PROCEDURES FOR TRANSFER

The following procedures shall govern transfer of credit:

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Northwest Association of Accredited Schools
6. Western Association of Colleges and Schools
7. Council of Bilingual Schools
5. Episcopal Diocese of Florida
6. Florida Coalition of Christian Private Schools
7. Florida Conference of Seventh-day Adventist Schools
8. Florida League of Christian Schools
9. Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
10. National Council on Private School Accreditation (NCPSA) member agencies
11. Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
12. Association of Christian Schools International
13. Association of Christian Teachers and Schools, Assemblies of God
14. Association of Independent Schools of Florida
15. Association of Waldorf Schools of North America
16. Christian Schools International
17. Christian Schools of Florida
18. Florida Catholic Conference
19. Florida Association of Christian Colleges and Schools
20. International Christian Accrediting Association
21. Kentucky Nonpublic School Commission
22. Montessori School Accreditation Commission
23. National Independent Private School Association
24. Florida Council on Independent Schools (FCIS)
25. Florida Association of Christian Colleges and Schools (FACCS)

D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required.

Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit.

Students transferring into a public school from a non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

E. TRANSFER FOR HOME SCHOOLS

A student entering a District School Board of Gadsden County high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents shall provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s).

A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

- Portfolio evaluation by principal or designee.
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools.
- Demonstrated proficiencies on nationally-normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.
- Demonstrated by 70% proficiency level on the end of course exam.

Academic Services and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling.

Students who wish to enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.

Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student

eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.]

Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation.

In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Transfer of Credit: Educational Opportunity for Military Children – See **Appendix A**

IV. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS

A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

Post-secondary institutions have drop/add procedures and timelines. Students who are enrolled in a Gadsden County high school and taking dual enrollment off the campus of their district school sites must comply with the timelines delineated by the post-secondary institution.

B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

K12 Virtual School and PAEC Virtual School have institutional drop/add procedures and timelines; however, all District School Board of Gadsden County students who participate in K12 Virtual School or PAEC Virtual School must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to K12 Virtual School or PAEC Virtual School, they must remain enrolled full-time in District School Board of Gadsden County schools.

K12 Virtual School and PAEC Virtual School “W/F” codes will be treated as a grade of “F” on the student transcript.

C. GRADE ASSIGNMENT FOR DROPPED COURSES

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

- **Record of Changes:** Courses which are dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.
- **Exceptions:** Exceptions to these rules may be made only by written request to the Principal. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half-credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the sample grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards.

Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

V. GRADE LEVEL CLASSIFICATION (F.S. 1008.25)

A. TRADITIONAL HIGH SCHOOL (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS) K12 Virtual School, PAEC Virtual School END OF YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10th Grade	5	
	11th Grade	11	1.0 English and 1.0 Math
	12th Grade	17	2.0 English and 2.0 Math
2012	10th Grade	6	
	11th Grade	12	1.0 English and 1.0 Math
	12th Grade	18	2.0 English and 2.0 Math

B. TRADITIONAL HIGH SCHOOL: MID-YEAR PROMOTION (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS)			
K12 Virtual School, PAEC Virtual School			
MID YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & 2014	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math

VI. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on 9th grade 10th grade FCAT reading, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student.

Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT 2.0 reading students' progress in meeting the desired levels of performance.

VII. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.

For each year in which a student scores a Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses.

Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation.

Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT 2.0 scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See **Appendix J**. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

VIII. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

A. PROMOTION NOTIFICATION OF PROGRESS

Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S. 1008.25). The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirement. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information.

Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation.

School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

- Referral to the School Intervention Team
- Remedial groups within existing classes
- Extended School Year programs for students who qualify
- Credit recovery programs for students who qualify
- Remedial programs during the day

C. RETENTION FOR ELL/LEP

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient may be made through the action of an ELL/LEP committee [F.S. 1008.25].

D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document.

Based on [FS 1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation' however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grade shall be used in GPA calculation.

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade.

IX. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with postsecondary institutions, business and industry.

The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S. 1003.433).

B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

Each school will offer instruction for English Language Learners/Limited English Proficient (ELL/LEP) that complies with the 1900 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida DOE).

C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENTS

Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22, 1008.34 & 1001.11.

X. COMMUNITY SERVICE

A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is “pass” (P).

Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school.

For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

XI. STUDENT RIGHTS FOR INSTRUCTION

A. STATEMENT OF NON-DISCRIMINATION

All District School Board of Gadsden County classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).

B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners/Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY

No student will be denied appropriate use of his/her primary language [F.S. 1003.56].

D. PARTICIPATION IN RIGOROUS COURSEWORK

Students who score at highly proficient levels on the Grade 10 PSAT may be afforded the opportunity to participate in rigorous honors, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:

- Demonstrate regular school attendance.
- Demonstrate academic performance by grades and standardized test scores (FCAT/FSA, ReadStep, PSAT, SAT, ACT, PERT, etc.).
- Parents/students can select rigorous courses when a student demonstrates master of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
- Any student taking an AP, AICE, or IB course(s) will be required to take the end of the year AP, AICE or IB course tests and any other final exam pertaining to the course.

E. BOARD POLICY ON NON-DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an education program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and /or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and /or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XII. GRADING AND GRADE POINT AVERAGE (GPA)

A. QUALITY POINTS FOR GRADES (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, Pre-AICE, AICE, IB, Level 3 CTE courses, and those approved as "Honors" level by District School Board of Gadsden County:

A= 4.0

B= 3.0

C= 2.0

D= 1.0

F=0

B. QUALITY POINTS FOR HONORS, CTE, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES

Some District School Board of Gadsden County-approved level 3 Honors and CTE, identified Pre- international Baccalaureate and all Advance Placement, International Baccalaureate, Pre-AICE, AICE, and Dual Enrollment courses will receive quality points as follows:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0

C. COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school counselors will share calculations with students as defined in the district's Guidance Department Handbook.

D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES (F.S. 1006.15(2))

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities.

In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester.

A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year.

A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided:

The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, AND

The student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester.

Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult,

regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

E. GRADUATION GPA (F.S. 1007.27(6))

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S. 1003.43(5)].

F. LEVEL 1 COURSES AND GRADUATION CREDIT

Any Level 1 course may only be taken if the student's assessment indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student's individual education plan or in a student performance plan, signed by the principal, the school counselor, and the parent of the student, or the student if the student is 18 years of age or older. S. 1003.43(7)(d) F.S. with Superintendent/Designee's signature of approval.

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XIII. GRADING AND STUDENT PERFORMANCE

A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

Initial and primary authority and responsibility for assessment and reporting of students' classroom performance is assigned to the classroom teacher.

B. GRADING SCALE

The grades reflecting achievement in courses for grades 9 – Adult, with numerical equivalents, shall be:

A =	90 - 100	Outstanding Progress
B =	80 - 89	Above Average Progress
C =	70 - 79	Average Progress
D =	60 - 69	Lowest Acceptable Progress
F =	45 - 59	Failure
I =		Incomplete

C. QUARTERLY GRADES

Quarterly grades shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

D. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + EOY/EOC (.30) = \text{Course Grade}$.
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
- Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = \text{Course Grade}$.

E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.

All teachers are expected to give a mid-term exam.

F. FAILURE OF ONE SEMESTER OF A ONE-CREDIT COURSE

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade.

G. REPORTING OF GRADES AND ATTENDANCE

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. Students are to receive grades for all courses. In addition, the final report card must contain a statement reporting promotion or non-promotion.

H. GRADE CHALLENGE

1. No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a) The grade or evaluation stands, OR
 - b) The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. INCOMPLETE GRADE

Students are to satisfy course requirements within ten (10) days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. GRADE REPLACEMENT/FORGIVENESS

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average. No exceptions will be according to the state statute.

Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a final grade of "C" or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of "C", "D" or "F" earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of "D", or "F" with a final grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake [F.S. 1003.43(5)(e)]. Under local district policy, if upon retaking a course, improves an "F" with a "D", only the "D" will be calculated in the GPA. If, upon retaking a course, a student earns a second "D", only ONE "D" will be counted in the student's GPA.

K. END-OF-COURSE EXAMINATION RETAKES

Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student's final course average, with the EOC assessment included as 30%, results in course grade of "D" or "F", the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student's final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F" if it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (F.S. .1003.428(4)(d): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation."

Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

L. REQUIRED INFORMATION FOR REPORT CARDS

Each report card will provide information on grade level status, attendance and tardies. [F.S. 1003.33(1)]

M. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

Designation	GPA Requirement
Cum Laude	3.50 – 3.69 (unweighted)
Magna Cum Laude	3.70 – 3.89 (unweighted)
Summa Cum Laude	3.90 – 4.00 (unweighted)

N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

1. Standard Report Card Requirement (F.S. 1003.33): All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by parents/guardian.
2. Report Card Distribution Schedule is posted on district website.
3. Report cards are to be issued quarterly for all students in grades 9-12.

O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, K12 Virtual School, PAEC Virtual School or Extended School Year programs are not required to complete the 135 hour minimum requirement.
4. All high school students enrolled in the Gadsden County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. EXCUSED ABSENCES

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the District School Board of Gadsden County. Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

R. TIMELINES FOR MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. UNEXCUSED ABSENCES

- All absences, which have not been specifically identified as excused, are unexcused absences.
- A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 1003.24, Florida Statutes.
- Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with attendance policies and procedures.
- When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

T. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS (F.S. 1003.33)

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

U. FULL-TIME STUDENTS

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP Plan.

W. STUDENT RE-ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Superintendent/Designee.

Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade any public or private school.

Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal.

For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

XIV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

A. STANDARD DIPLOMA

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and earn passing scores (as defined by the State of Florida) on the required graduation assessments that are approved by the State of Florida. Standard diplomas will be issued by each high school in the district.

B. CERTIFICATE OF COMPLETION

Option 1:

Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FCAT reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT.

Option 2:

Students may also earn a PERT Eligible Certificate of Completion [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT.

- take the (PERT)
- are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation "College Placement Test Eligible."
- Students who earn a Certificate of Completion may return as a "13th" year student to meet the required GPA and/or earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida. [F.S. 1003.4285 (7b)]
- ELL/LEP students who by the end of grade 12 fail to pass the FCAT shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)]

C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETION

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry certifications from the list established under s. 1003.492, F.S..

E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS

For grade 9 cohorts 2011-12, 2012-13, 2013-14, students must meet the 24-credit standard high school diploma requirements and the following:

- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

For the 2014-15 grade 9 cohort, students must meet the 24-credit standard high school diploma requirements and the following:

- Pass the ELA Grade 11 statewide assessment
- Earn 1 credit in Algebra 2
- Must pass Algebra 2 EOC
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS

A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student

- Takes the respective AP, IB, or AICE assessment and
- Earns the minimum score to earn college credit.

G. GRADUATION PLAN

Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements.

H. CERTIFICATE OF COMPLETION AND COMMENCEMENT

Beginning with the grade 9 cohort of 2014-15, any student who earns a certificate of completion may not participate in commencement.

XV. SECONDARY CREDIT-EARNING OPTIONS

A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance-Based Diploma and Performance-Based Exit Option).

Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

****Students not eligible for military and NCAA****

B. PERFORMANCE-BASED DIPLOMA PROGRAM

Students who participate in and successfully complete the Performance-Based Diploma Program shall receive a regular high school diploma. Students must:

- a) Earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida AND
- b) Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- c) Complete the required credits for graduation

C. PERFORMANCE-BASED EXIT OPTION PROGRAM

In order for students to be eligible for participation in the Performance-Based Exit Option Program, they must:

- a) Be behind to graduate with their kindergarten cohort due to overage for grade,
- b) Be behind in credits or have a GPA that is less than 2.0,
- c) Be approved by Principal, School Counselor, and Exit Option Coordinator,
- d) Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,
- e) Earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida
- f) Have Parent/Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school.

Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT or EOC exams.

D. HOME EDUCATION

A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must maintain a portfolio of records, education activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County schools and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
4. Parents shall provide for annual educational evaluations documenting the student’s educational progress is at a level commensurate with his or her ability.
5. A home education program shall be excluded from meeting the requirements of a school day.
6. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. If eligible, Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
7. Home education students at the high school level may enroll as a part-time student at their zoned school. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal’s approval.
8. In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their district zoned high school must do the following:
 - a) Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
 - b) Designate the 10th grade reading FCAT/FSA and other state assessments as one measure of annual evaluation in the home education evaluation plan.
 - c) Take 10th grade reading FCAT/FSA and successfully meet all current testing requirements in all areas specified by the state.
 - d) Must enroll full time in the district zoned high school for the entire final or “senior” year.
 - e) Must successfully complete all school graduation requirements (testing, credits, GPA).

E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

Only Home Education students who have met all the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FCAT and state assessments requirements in the 10th grade should enroll full time in their district zoned high school no later than the second semester of the 11th grade in order to meet all graduation requirements.

F. K-12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School are full time online district schools for students in grades K-12. Enrollment is allowed during specified open enrollment periods: Prior to the beginning of the academic year and at midyear.

1. Students enrolled in K12 Virtual School or PAEC Virtual School must meet all standards and graduation requirements of the state and district.
2. Students enrolled in K12 Virtual School or PAEC Virtual School are entitled to participate in extracurricular activities at their districted school.
3. All students in K12 Virtual School or PAEC Virtual School must take state required assessments (FCAT, etc.) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Gadsden County School District.
5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
6. Parents must attend an orientation session and/or personal interview with a representative from K12 Virtual School or PAEC Virtual School prior to enrollment.
7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in K12 Virtual School or PAEC Virtual School.
9. Students may remain in K12 Virtual School or PAEC Virtual School for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

G. VIRTUAL SCHOOLS

1. Students, including Home School students, may earn credits offered through the K12 Virtual School or PAEC Virtual School each year.
2. Students who are enrolled in K12 Virtual School or PAEC Virtual School Full Time and meet specified conduct and academic requirements are eligible to participate in extracurricular activities at the district public school to which the student would be assigned. K12 Virtual School or PAEC Virtual School part time program's courses shall be available to students before, during or after the normal school day or during summer school enrollment. Students participating in the part time program must be enrolled in a full schedule in the district high school.
3. Students requesting to take a course through the Virtual School's part time program must have parent and school counselor approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in K12 Virtual School or PAEC Virtual School.
4. Schools must accept all academic grades and credits attempted and/or earned at K12 Virtual School or PAEC Virtual School full time and through K12 Virtual School or PAEC Virtual School's part time program.

5. K12 Virtual School and PAEC Virtual School “W/F” codes will be treated as a grade of “F” on a student’s transcript.
6. K12 Virtual School or PAEC Virtual School part-time enrollment does not grant a high school diploma.

XVI. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

A. ADVANCED PLACEMENT (F.S. 1002.27(6))

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam.

Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s).

Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are required to take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

B. DUAL ENROLLMENT

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

- a) Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the District School Board of Gadsden County and other accredited post-secondary institutions, including Tallahassee Community College and Florida Agricultural and Mechanical University. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
- b) Dual Enrollment credits may affect a student’s application status and the number of credit hours available in the lower division program of some colleges and universities.
- c) Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term.
- d) Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
- e) For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required PERT/ACT/SAT where applicable.
- f) The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

C. THE CREDIT ACCELERATION PROGRAM (CAP)

CAP is available for the purpose of allowing a student to earn high school credit in a course that requires statewide standardized end-of-course (EOC) assessment if the student attains a specific passing score on the assessment without enrollment or completion of the course. F.S. 1003.4295.

D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school.

Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

Our local Articulation Agreements with surrounding colleges and technical centers ensures that students completing identified secondary Career and Technical Education programs and continue into postsecondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

K-12 EXCEPTIONAL STUDENTS PROGRESSION



EXCEPTIONAL STUDENT EDUCATION (ESE)

I. ESE STUDENT RIGHTS AND PARENT NOTIFICATION

A. REGULAR OR SPECIAL DIPLOMA STANDARDS

Status with regard to mastery of regular or special diploma standards should be discussed with parents at each IEP review/revision conference. Additionally, graduation options should be discussed with parents at these conferences to include an explanation of the following:

1. The type of Florida Standards/Next Generation Sunshine State Standards the student is attempting to master (i.e. general education SSS, SSS for special diploma with access points for independent, supported or participatory levels) and the relationship to diploma options (i.e. standard or special diploma).
2. The ramifications of not mastering regular Florida Standards/Next Generation State Standards.

B. ESE STUDENTS AND THE STANDARD DIPLOMA

Nothing contained in this document shall limit or restrict an exceptional student sole to a special diploma or special certificate of completion. Any exceptional student shall be afforded the opportunity to pursue a standard diploma (F.S. 1003.438). The parents of each exceptional student shall be notified of the graduation options available at the IEP meeting prior to grade 9, or upon the 14th birthday, whichever occurs first.

1. When a student is eligible to graduate with a standard diploma or at the end of the school year during which a student turns 22 years old, a notice of *Prior Written Notice of Change of Placement* and a *Summary of Performance* form must be issued to the student and parent prior to graduation.
2. When a student meets the requirements of a special diploma or certificate of completion prior to the age of 22 and indicates that he/she will no longer receive special services, *Prior Written Notice of Change of Placement* form must be issued to the student and parent prior to graduation.
3. ESE students who have met all graduation requirements except passing the FCAT should be notified following the Waiver of the Results of the General Assessment Graduation Requirements meeting that they may:
 - a. Qualify for a regular diploma with a waiver.
 - b. Qualify for a special diploma.
4. For grade 9 students in cohort years 2011-12, 2012-13, 2013-14, if a student meets eligibility for a standard or special diploma, then he/she may participate in graduation ceremonies. In the event a student pursuing a standard diploma opts to receive a special diploma and then return for one or more year to continue to pursue a standard diploma as allowed under the IDEA, the IEP need not be revised to reflect this change.

C. FREE APPROPRIATE PUBLIC EDUCATION THROUGH AGE 22 (FAPE 22) [IDEA. 2004-300.102]

Exceptional students who have not earned a standard diploma remain eligible for educational services through the end of the school year in which they become twenty-two years old. [Students must be 21 years the first day of the current school year in order to receive services for that year]. This includes students pursuing a regular diploma, special diploma, certificate of completion or a special certificate of completion. The education and transition needs of these students will be identified in the IEP.

These students are to be enrolled in grade 12 for FEP purposes, and may attend full-time or part-time.

D. GRADE CLASSIFICATION FOR ESE STUDENTS

High School ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

E. ONE-CREDIT SCHEDULING OPTION

A multi-credit or single credit year-long ESE course may be schedule as a ½ credit semester course based on student need.

F. DROP/ADD PROCEDURES FOR ESE STUDENTS

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs as determined by the Individual Education Plan (IEP) team when a student is transferring from a standard diploma course to an ESE course or from an ESE course to another ESE course. The grade in a regular education course may not equate to the same grade in an ESE special standards course due to the differences in the regular and special standards course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change.

II. DIPLOMA AND CERTIFICATE OPTIONS FOR ESE STUDENTS

A. STANDARD DIPLOMA

1. Students in exceptional student education programs must meet all district course and credit requirements in order to receive a standard diploma. Regular education and career-technical courses may be used to meet these requirements. ESE courses may be used as electives. Accommodations may be provided for exceptional students as specified in the IEP.
2. Curriculum frameworks and student performance standards for regular high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [6A-6.0312(1)].
3. Career and technical education courses may be modified for students with disabilities [6A-6.0312(2)], and may be used to meet the requirements of a standard diploma.
4. ESE students must meet the General Assessment Graduation Requirements (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.43(11)(a)].
5. Assessment Waivers for Students with Disabilities (F.S. 1007.02)
 - a. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02).
 - b. For the purposes of this act, the term “student with disability” means any student who is documented as having; a hearing impairment, including deafness; a speech or language impairment; a visual impairment including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia [F.S. 1007.02(2)].
 - c. The ENNOBLES Act also provides for the waiver of the General Assessment Graduation Requirements for graduation with a standard diploma for certain students with disabilities as

defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score [F.S. 1003.43(11)(b)].

- d. Exceptional students eligible for consideration of the waiver are those:
 - i. identified as a student with a disability as defined in section F.S 1007.02(2).
 - ii. who are currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have a Transition IEP and for whom the FCAT is the graduation test.
 - iii. who have met the district's graduation requirement for academic credits and a 2.0 unweighted cumulative grade point average (GPA) or higher for graduation with a standard diploma.
 - iv. who have demonstrated the knowledge, skills and abilities required by the Grade 10 State Standards.
 - v. who have taken both sections of the Grade 10 General Assessment Graduation Requirements with appropriate allowable accommodations at least twice, once in Grade 10 and once in Grade 11.
 - vi. who have participated in intensive remediation each year following, earning scores below level 3.
 - vii. for whom the IEP team determines that the General Assessment Graduation Requirements cannot accurately measure the student's abilities, even if all appropriate, allowable accommodations are used.
6. If there is sufficient evidence that the student has mastered the applicable State Standards and the IEP team determines that the assessment is not an accurate measure of the student's ability, the General Assessment Graduation Requirements may not be waived, and the student may graduate with a standard diploma.
7. An assessment waiver may not be used by students in either of the three-year, 18 credit graduation option plans.
8. Credit earned by students in exceptional student education may be converted to reflect regular education credit upon certification by the exceptional student education teacher that the student has completed the same performance standards as required by the basic education course. If converted, this credit shall count toward the earning of a standard diploma. Course accommodations shall be indicated on the student's IEP.
9. Students may select and move between the special diploma options and/or standard diploma as appropriate. The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma. The chosen diploma option shall be recorded on the IEP prior to entering a high school program. The Parent/Student Notification of Diploma Options form must be completed and the decision shall be reviewed annually.

B. SPECIAL DIPLOMA

There are two options provided for earning a special diploma. By Statute, eligible exceptionalities for special diplomas EXCLUDE gifted, speech, and visually impaired.

III. SPECIAL DIPLOMA OPTION 1

For students entering grade 9 prior to the 2014-15 school year, Option 1 is based upon mastering state standards, earning the required credits, and earning a minimum 2.0 GPA.

Students will be required to demonstrate mastery of the state adopted performance standards by obtaining a passing grade in approved courses to earn a Special Diploma 1. Students must participate in the State Assessment program (General Assessment Graduation Requirements or Alternate). Reading remediation in grades 11 and 12 will be determined on an individual basis with a focus on functional career readiness.

Students are required to maintain a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.

The following chart details the requirements for Special Diploma Option 1:

COURSES	STUDENTS ENTERING GRADE 9 IN 2007-2008 AND 2008-2009	STUDENTS ENTERING GRADE 9 IN 2009-2010	STUDENTS ENTERING GRADE 9 IN 2012-13 AND 2013-14
English/Reading	4	4	4
Mathematics	3	3	4
Science	1	1	3
Social Studies*	2	2	2
Life Management/HOPE	.5	.5	.5
Physical Education/HOPE	.5	.5	.5
Career/Vocational	2	2	4
Major area of interest	4	4	NA
Required Credits	17	17	18
Electives (traditional schedule)	7	7	6
Total Credits for a Traditional Schedule	24	24	24

*Note: Career placement or job prep courses may be substituted for social studies credits.

IV. SPECIAL DIPLOMA OPTION 2 (6A-1.0996(1)(B))

For students entering grade 9 prior to the 2014-15 school year, Option 2 is based on demonstrating competency through employment, earning the required credits, and earning a minimum 2.0 GPA.

Students graduating with a special diploma may continue to in school until the end of the school year in which the student turns 22 years old, provided that they are age 21 on the first day of school that final year.

Students are eligible to receive a Special Diploma Option 2 when the following requirements are met:

- A. Student has reached the minimum age of 16
- B. The requirements for earning a Special Diploma Option 2 have been updated to bring them in line with the State of Florida recommendations. The new requirements increase the number of credits from 6 (nonspecific) to 8 (specific). The credit requirements are: 2 English/Reading, 2 Mathematics, and 4 Career/Technical Education, one of which must be Career Preparation. In addition, the length of time required to earn the work readiness diploma has been reduced to one semester or 18 weeks of successful paid employment at minimum wage or higher. Students are required to have a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.
- C. Student has a graduation-training plan that indicates the employment/plan is developed by the employer, student, parent and instructor and is maintained in the student's cumulative folder that includes the following assurances:
 1. Student masters 95% of the employment/community competencies as indicated on student's graduation training plan as verified by the employer, transition planner and /or instructor in order to earn a Special Diploma Option 2.
 2. Student is employed in the community at a site where:
 - a) Employer has a federal employer identification number.
 - b) Employer provides student opportunities for interaction with non-disabled co-workers.
 - c) Employer adheres to child labor laws.
 - d) Employer provides an opportunity for advancement and community competencies to be mastered.
 - e) Student's salary is at or above minimum wage.
 - f) Student is employed full-time (using industry standards) for a minimum of 18 weeks (or one semester).

V. CAREER PLACEMENT OPTIONS FOR ESE STUDENTS

Career Placement or job preparatory course may be substituted for social studies and/or science credit.

Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken prior to or concurrently to the first Career Placement course. It is recommended to be repeated with subsequent Career Placement courses.

VI. CERTIFICATE OF COMPLETION

Exceptional students may receive a certificate of completion if they:

- meet the course and credit requirements for a regular diploma, and
- attain the required 2.0 GPA, but
- have not passed the General Assessment Graduation Requirements and have been determined ineligible for a waiver.

VII. SPECIAL CERTIFICATE OF COMPLETIONS CRITERIA (F.S. 1003.438)

ESE students other than Speech only, Visually Impaired only, and Gifted only, may receive a special certificate of completion if they meet district course and credit requirements for a special diploma, but have a grade point average that is less than the required 2.0 GPA and/or have not demonstrated proficiency on alternate assessment.

VIII. GRADING, PROGRESS REPORTS, AND REPORT CARDS FOR ESE STUDENTS

Students in all ESE State Standards for Special Diploma at the participatory level shall receive standard report cards. A supplemental narrative report card may be used to report progress to parents of students following the Next Generation State Standards/Florida State Standards with Access Points for Special Diploma at the supported or participatory levels.

Parent(s) must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

IX. OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech/language therapy, physical therapy, occupational therapy, and itinerant hearing impaired and vision services are pullout programs designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, CTE or ESE courses.

APPENDIX A: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE COMMISSION MEETING – Rules (Approved, Nov. 2009)

INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

Chapter – 100 DEFINITIONS

SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders though six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

- H. "Extracurricular activities" means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. "Interstate Commission on Educational Opportunity for Military Children" means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. "Local education agency" means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
- L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- M. "Non-member state" means: a state that has not enacted this compact.
- N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
- R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
- S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

- T. “Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- U. “Veteran” means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

Chapter 200 – GENERAL PROVISIONS

SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
 - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
 - (2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
 - (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission’s website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
- (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
- (d) Each administrative rule or amendment shall state—
 - (1) The place, time, and date of the scheduled public hearing;
 - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and

- (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
- (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
- (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
- (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
- (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
- (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.
- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to--
- (1) Meet an imminent threat to public health, safety, or welfare;
 - (2) Prevent a loss of federal or state funds;
 - (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
 - (4) Protect human health and the environment.

SEC. 2.102 Dues formula

- (a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- (b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- (c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- (d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

SEC. 3.101 Eligibility for transfer and enrollment

- (a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- (b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- (a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- (b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a

LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

- (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
 - (i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
 - (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - (iii) Documented evidence of immunization against communicable diseases; and
 - (iv) Evidence of date of birth.

Chapter 400 – GRADUATION

SEC 4.101 Graduation

- (a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.
- (b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing

requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.

- (c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

Chapter 500 – PLACEMENT & ATTEN DANCE

SEC. 5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.

- (c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

Chapter 600 -- ELIGIBILITY

SEC. 6.101 Eligibility for Enrollment

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
 - (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
 - (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.
- (b) Failure to resolve dispute or controversy—
 - (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
 - (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

SEC. 7.102 Formal resolution of disputes and controversies

- (a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- (b) Mediation and arbitration
 - (1) Mediation
 - (i) A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
 - (ii) Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
 - (2) Arbitration
 - (i) Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
 - (ii) Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
 - (iii) The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.

(iv) Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.

(v) (a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.

(b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

(vi) Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

(a) If the Interstate Commission determines that any state has at any time defaulted (“defaulting state”) in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:

(1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;

(2) Remedial training and technical assistance as directed by the Interstate Commission;

(3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state’s legislature, and the state council.

(b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.

(c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state’s legislature, and the state council of such termination.

(d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.

- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

DRAFT

APPENDIX B: REQUEST FOR ELEMENTARY ACCELERATION

(To be completed by parent/guardian)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students’ commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____ Grade: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade (request must be submitted by May 1)

_____ Full-year promotion to grade (request must be submitted by May 1)

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1. Academic performance
- 2. Ability to apply, analyze, and evaluate ideas at an advanced level
- 3. Ability to work independently
- 4. Ability to think creatively
- 5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date

Submitted: _____ Relationship to student: _____

Please submit this form to the School Principal prior to the deadline noted above.

APPENDIX C: ELEMENTARY PERFORMANCE CONTRACT

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

- _____ Mid-year promotion to grade
- _____ Full-year promotion to grade
- _____ Subject-matter acceleration for subject(s) _____
- _____ Virtual instruction in higher grade level subject(s) _____
- _____ Advanced Work Class)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's Name (print): _____ Date: _____

Parent/Guardian's signature: _____ Date: _____

Principal's Name (print): _____ Date: _____

Principal's signature: _____ Date: _____

MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS 2014-15

MS Algebra 1 EOC 2014-2015	MS Geometry and Biology 1 EOC 2014-2015	MS Civics 2014-2015
<p>A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>

APPENDIX E: MIDDLE GRADE FAST-TRACK MATHEMATICS CRITERIA

Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria

If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020)

Fifth grade Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria

If student does not meet criteria below, then placement is Grade 8 Pre- Algebra (1205080) or Grade 8 Pre-Algebra Advanced (1205050)

Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5 + cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria

If student does not meet all criteria, then placement is Algebra 1 honors (1200320)

Student must meet all the following criteria:

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

APPENDIX F: REQUEST FOR MIDDLE GRADES ACCELERATION

To be completed by Parent/Guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students’ commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade (request must be submitted by May 1)

_____ Full-year promotion to grade (request must be submitted by May 1)

_____ Subject-matter acceleration for subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

**APPENDIX G: ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)
MIDDLE GRADES PERFORMANCE CONTRACT**

To be completed by parent/guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (print first and last name): _____ Phone: _____

Address: _____

Parent/Guardian E-mail: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade (request must be submitted by May 1)

_____ Full-year promotion to grade (request must be submitted by May 1)

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

APPENDIX H: MASTERY EXAM REQUEST

MASTERY EXAM REQUEST

Student Name: _____ Counselor: _____

School: _____ Grade Level: _____

Date of Request: _____ School Year: _____

Data in Support of Credit Acceleration by Mastery Exam:

FCAT Assessment in Math: _____ Date of Assessment: _____

Most recent math or science course: _____ Grades Earned: _____ Other justification: _____

Guidance Counselor's Communication with Parent Date: _____ Parent in agreement that grade will appear in student records and transcript.

Requested State EOC in _____ administration date, _____, aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes No If so, which one? _____

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: _____ Score: _____ Additional preapproved preparation: _____

Recommendation of Principal:

- (5) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
- (6) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

APPENDIX I: REQUIRED HIGH SCHOOL ASSESSMENTS

The assessments students must pass in order to graduate with a standard high school diploma are determined by their year of enrollment in grade 9. Table 1 list the required assessment for each grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-Course (EOC) Assessment. Table 4 lists the requirements for grade 9 cohorts required to pass the FCAT.

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2010-11	Grade 10 FCAT 2.0 Reading
2011-12 to Present	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment

Table 2 shows the passing score for each assessment depending on the year the students entered grade 9.

Assessment	Year Student Entered Grade 9	
	2010-11	2011-12 to Present
FCAT 2.0 Reading	245	245
Algebra 1 EOC Assessment	N/A	399 or above

Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.) Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2012 must earn passing score on Grade 10 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students who have not achieved a passing score on FCAT Reading may take the FCAT 2.0 Reading Retake. Students who entered grade 9 in the 2009-10 school year must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 Mathematics. The required passing and concordant scores for students who entered grade 9 from 2000-01 to 2009-10 are provided in Table 4.

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10		
Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier)	340
	420 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier)	15
	18 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	

Table 5 outlines the End-of-Course (EOC) Assessment requirements for students working toward to the standard diploma. Requirements are based on the year a student enters grade 9.

Table 5: End-of-Course (EOC) Assessment Requirements								
Assessment	Algebra 1		Geometry		Biology 1		U.S. History	
	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass
Cohort Year Entered Grade 9								
2010-11	YES	NO						
2011-12	NO	YES	YES	NO	YES	NO		
2012-13	NO	YES	NO	NO	NO	NO	YES	NO
2013-14	YES	YES	NO	NO	NO	NO	YES	NO
2014-15	YES	YES	YES	NO	YES	NO	YES	NO

For the 2014-15 school year, if a student is enrolled in Algebra 2, he or she must participate in the EOC assessment and the results constitute 30% of the final course grade.

APPENDIX J: COLLEGE READINESS COURSES

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

College Readiness Course Placement Score Recommendations*

Subject	Course Title	PERT	SAT	ACT
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

*The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT
 Reading, 106
 Writing, 103
 Mathematics, 114

College Readiness Courses Offered in Gadsden County
 English IV: Florida College Prep (Course Code: 1001405)
 Mathematics for College Readiness (Course Code: 1200700)

APPENDIX K: FOREIGN EXCHANGE PROGRAM REQUIREMENTS

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program.

1. ELIGIBILITY REQUIREMENTS

- A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.
- B. Students: Students must meet the following eligibility requirements prior to acceptance:
 - agree to be in attendance for one academic school year
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school]
 - have sufficient knowledge of the English language to participate in high school classes
 - be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
 - provide an English translation of the student's official academic transcript for at least 2 years prior to entry into the program, including a description of each course

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

- A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement. Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.
- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties .It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
- quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.