

Executive Summary

The 2008 - 2009 School Improvement Plan for Gainesville High School is a very basic plan. Strategies that the School Advisory Council (SAC) had originally planned to implement had to be abandoned due to budget cuts made by the state. It is estimated that the SAC will have approximately \$80,000 less to work with during the coming year due to budget cuts in School Improvement funds and Advanced Placement funds.

In spite of the limited scope of the 2008 - 2009 School Improvement Plan, the SAC feels that the goals and strategies contained in the plan will result in continued academic improvement by our students, as well as an overall improvement in the quality of students' high school experience.

The goals for the 2008 - 2009 School Improvement Plan for Gainesville High School are as follows:

1. The reading achievement of students at Gainesville High School will increase.
2. The mathematics achievement of students at Gainesville High School will increase.
3. The writing performance of students at Gainesville High School will improve.
4. The science achievement of students at Gainesville High School will increase.
5. The ability of parents to monitor and positively impact their students' education will expand and improve.
6. Gainesville High School will ensure a safe and secure environment for all students.
7. Gainesville High School will provide the necessary resources to ensure the academic success of all students.

As in past years, almost all of the goals and strategies in the 2008 – 2009 School Improvement Plan are aimed toward improving academic performance. Reading achievement, especially for our lower performing students, is emphasized, as it continues to be the primary area in which our students are performing below expectations.

The budget for this year's School improvement plan is \$90,750. Of this, \$60,000 is money already allocated to Gainesville High School by the district for implementation of the READ 180 Program. The remaining \$30,750 is local school money from School Improvement and Advanced Placement funds.

The last goal in the School Improvement Plan deals with ensuring adequate resources for academic needs. This goal is not currently funded with a specific amount of money. It is the intention of the SAC to have adequate funds in reserve to ensure that the most essential functions of the school are maintained. Members of the faculty and staff will be able to solicit funds from the SAC should specific needs arise that are essential to the academic success or general welfare of our students.

2008 – 2009

SCHOOL IMPROVEMENT PLAN
TEMPLATE

School Name: _____Gainesville High School_____

NAVIGATION BAR (SIP components)

SCHOOL NAME

- Vision/Mission
- School Profile Demographics
- Student Achievement Data
- School Match
- Quality Staff
 - Highly Qualified Certified Administrators
 - High Quality, Highly Qualified Teachers
- Additional Requirements
 - Communication with Parents regarding Choice Options
 - Extended Learning Opportunities
 - School-Wide Improvement Model
 - Preschool Transition
- Goals
 - Reading
 - Objective
 - Budget
 - Instructors
 - Mathematics
 - Objective
 - Budget

- Writing
 - Objective
 - Budget
- Science
 - Objective
 - Budget
- Parental Involvement
 - Objective
 - Budget
- Return on Investment
 - Objective
- SAC Members
- Total Budget
- Implementation Evaluation

VISION/MISSION (All Schools)

The mission of Gainesville High School is to provide our students with an appreciation of their intrinsic value and to develop within them the skills, knowledge, and curiosity which will enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

SCHOOL PROFILE /DEMOGRAPHICS (All Schools)

In May of 2008, Gainesville High School had 1912 students enrolled in grades nine through twelve. Of these students, 937 (49%) were white, 708 (37%) were black, 152 (8%) were Hispanic, and 115 (6%) were other minority students. In addition to the population of students coming from Alachua County, Gainesville High School had approximately 55 students from around the world enrolled in our English for Speakers of Other Languages (ESOL) Program.

Of the 1912 students enrolled at Gainesville High School 363 (19%) were served through our Exceptional Student Education (ESE) Program. There were an additional 41 students who received learning accommodations through 504 Plans.

SCHOOL DATA SUMMARY (All Schools)

Taken from 2007-2008 School Accountability Report

	Percent Proficient in Writing	Graduation Rate	Percent Proficient in Reading	Percent Proficient in Math
Total	91	60	47	67
White	Not Available	70	70	85

Black	86	47	22	45
Hispanic	90	67	Not Available	Not Available
Economically Disadvantaged	83	46	24	48
English Language Learners	Not Available	50	Not Available	Not Available
Students With Disabilities	79	24	16	37

QUALITY STAFF (All Schools)

Highly Qualified, Certified Administrators

Wiley Dixon, Principal: Dr. Dixon has a total of 36 years experience in public education. He has been a classroom teacher, a school counselor and a member of the district staff. For the past nineteen years Dr. Dixon has been a school principal in Alachua County. During his years as a principal, Dr. Dixon has successfully led school improvement focused on academics in three different schools. Dr. Dixon received his Ph.D. from the University of Florida in 1984.

Bill McElroy, Assistant Principal for Student Services: Mr. McElroy was appointed as the Gainesville High School Assistant Principal for Student Services in July, 2007. Since beginning his career in public education in August of 1990, Mr. McElroy has served as a science teacher, assistant principal, and principal. He has earned Master of Education and Specialist in Education degrees from the University of Florida and received his Florida Certification in Educational Leadership in 1996.

Bessie Jackson-Isaac, Assistant Principal for Administration: Dr. Jackson-Isaac has completed 34 years in public education. She has served as a classroom teacher and media specialist as well as an assistant principal in two different schools. Dr. Jackson-Isaac has worked on improving students' academic achievement through her active participation in school improvement efforts as both a media specialist and assistant principal. Dr. Jackson-Isaac received her Ph.D. from Florida A & M University in 2006.

Anne Shaughnessy, Assistant Principal for Curriculum: Mrs. Shaughnessy has been an educator for 21 years. During the past six years at Gainesville High School she has focused her efforts on improving the academic performance of students throughout the school. Prior to becoming an administrator, Mrs. Shaughnessy assisted with academic improvement efforts in language arts and reading as both a teacher and a teacher trainer. Mrs. Shaughnessy received her Bachelor of Science degree from Black Hills State College in 1975 and her Specialist in Education degree from the University of Florida in 1998.

High Quality, Highly Qualified Teachers

Describe the actions taken to attract and retain high-quality, highly qualified teachers.

District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.

School Advisory Council (All Schools)

(For Charter Schools, Governing Body applies.)

The School Advisory Council (SAC) is elected in the spring and meets monthly throughout the school year. The SAC oversees the school improvement budget, conducts school climate surveys, compiles a needs assessment, and is the sole body responsible for developing and monitoring the School Improvement Plan. In addition, the SAC hears concerns from students, parents, staff members and the community. The SAC advises the principal on policies and procedures regarding the school and reviews and provides input on the school budget.

Extended Learning Opportunities (All Schools)

Gainesville High School provided two types of extended learning opportunities for students. The first is voluntary tutoring. Students are provided the opportunity to receive tutoring from various Gainesville High faculty members four days per week after school. Tutoring is offered in English, math, science, social studies, foreign language and some elective courses. This program is funded by the School Advisory Council with school improvement funds.

The second extended learning opportunity is provided through the Credit Retrieval Option Program (CROP). CROP is a computer assisted learning program which is taught after school by certified teachers. Through the CROP program, students can make up credits for classes they have failed during the regular school year. CROP sessions are offered after school in the fall and spring and in the mornings during the extended school summer program. Each CROP session can accommodate from 50 to 75 students. CROP is funded by the district.

GOALS for Each Academic Area (All Schools)

READING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' reading skills. (i.e., FCIM assessments, on On Track benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

According to scores from the Annual Report Card, 2008, 54% of ninth and tenth grade students met the "high standards" criteria for reading. The following subgroups had less than 50% of their members demonstrate a year's growth in reading:

Sub Groups:

African American

Students with Disabilities

Economically Disadvantages

Limited English Proficiency
Lowest Quartile on FCAT

Reading Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

The reading achievement of students at Gainesville High School will increase.

OBJECTIVES FOR READING

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- | | |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input checked="" type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

A minimum of 50% of ninth and tenth grade students in the identified subgroups will demonstrate gain scores equivalent to at least one year's growth in reading.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

- Schedule all students who score in FCAT level 1 and selected students who score in FCAT level 2 into Intensive Reading classes.
Implementation: Fall 2008
Primary responsibility: Assistant Principal for Curriculum
- Expand classroom libraries for Intensive Reading classes.
Implementation: Fall 2008
Primary responsibility: Reading Coach
- Mainstream all ninth, tenth and eleventh grade special diploma students into regular Intensive Reading classes and English classes.
Implementation: Fall, 2008
Primary responsibility: Assistant Principal for Curriculum
- Provide financial incentives which encourage teachers to pursue the Florida Department of Education reading endorsement.
Implementation: Ongoing
Primary responsibility: Principal
- Incorporate literacy strategies into all content areas.

- Implementation: Ongoing
Primary responsibility: Literacy Council
- Develop motivational strategies which encourage reading among all students.
Implementation: September 2008-May 2009.
Primary responsibility: Literacy Council
- Use technology to effectively implement inclusion strategies into classrooms.
Implementation: Ongoing
Primary responsibility: Assistant Principal for Curriculum (APC)

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Developmental Scale Scores on the 2009 FCAT will be examined. This objective will be met when a minimum of 50% of ninth and tenth grade students in the identified subgroups (see needs assessment) have demonstrated scores equivalent to one year’s growth in reading.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

Students in ninth grade intensive reading classes receive instruction through the Read 180 program.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

- Teachers will be provided inservice on strategies for differentiated instruction for students at different reading levels.
- All teachers will be provided the opportunity to participate in inservice leading to the Florida Department of Education reading endorsement.
- Coaching, peer observation, and collaborative planning will be encouraged through Literacy Council activities and teacher Professional Development Plans.
- Selected English teachers will be trained in the effective use of technology to enhance classroom instruction.
- Selected teachers will be provided training in the use of assessment results from the district “On Track” program in order to improve instruction in the classroom.

BUDGET: [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based	Read 180	District Funds	\$60,000	-0-

Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Smartboards	District Grant Funds	\$ 6,000	-0-
Professional Development	Reading Endorsement Incentives	School Improvement Funds	\$ 8,000	-0-
Other	Classroom Libraries	School Improvement Funds	\$ 2,000	-0-
	Staff Development	School Improvement Funds	\$ 1,000	-0-
	Reading Incentives	School Improvement Funds	\$ 1,000	-0-
		Total:	\$78,000	

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by assignment and certification area, as well as any related endorsement.

The following teachers have received their reading certification or reading endorsement from the Florida Department of Education:

Linda Alvarez
Carolyn Carbaugh
Susan Gornto
Leota O'Malley
MaryAnn Sickon
Lisa Underwood
Travis Walker

GOALS

MATHEMATICS

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

According to scores from the Annual School Report Card, 2008, 74% of ninth and tenth grade students were meeting “high standards” in mathematics. The following subgroups had less than 50% of their members demonstrate a year’s growth in mathematics achievement:

Sub Groups

African American

Students with Disabilities

Limited English Proficiency

Economically Disadvantaged

Mathematics Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

The mathematics achievement of students at Gainesville High School will increase.

OBJECTIVES FOR MATHEMATICS

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

African-American

Hispanic

White

American Indian

Asian

Students with Disabilities

Economically Disadvantaged

Limited English Proficiency

Lowest 25% performing students on FCAT

Level 1 Students

Improved performance in tested strands

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

A minimum of 75% of ninth grade students will meet “high standards” criteria for mathematics.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

- Incorporate review of essential Sunshine State Standards into all mathematics courses offered to 9th and 10th grade students.

Implementation: Ongoing

Primary responsibility: Assistant Principal for Administration (APA)

- Purchase supplementary materials as needed for review.

Implementation: Fall, 2008

Primary responsibility: Assistant Principal for Administration (APA)

- Utilize results from the district “On Track” program to differentiate and improve instruction in identified math classes.
Implementation: Ongoing
Primary responsibility: APA, Mathematics Teachers

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

FCAT scores will be examined. This objective will be met when a minimum of 75% of students in ninth and tenth grades have met the “high standards” criteria as measured by the mathematics section of the 2009 FCAT.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Selected teachers will be provided training in the use of assessment results from the district “On Track” program to differentiate mathematics instruction.

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

A minimum of 50% of ninth and tenth grade students in all identified subgroups (see needs assessment) will demonstrate a year’s growth in mathematics as measured by the Developmental Scale Score of the mathematics section of the 2009 FCAT.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

- Incorporate all standards measured by math section of the FCAT into all Algebra IA, Algebra IB, Algebra I, and Geometry classes.
Implementation: Fall, 2008
Primary responsibility: Mathematics Teachers

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

FACT scores will be examined. This objective will be met when 50% of the students in the identified subgroups have demonstrated a year’s growth in mathematics as measured by Developmental Scale Scores on the mathematics section of the FCAT.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Selected math teachers will be offered inservice training in the use of assessment results from district "On Track" plan in order to improve mathematics instruction.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other	Review Materials	School Improvement Funds	\$2,000	-0-
		Total:	\$2,000	

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by assignment and certification area, as well as any related endorsements.

The following teachers are fully certified by the Florida Department of Education to teach the mathematics classes assigned to them for the 2008-2009 school year:

- Michelle Chitwood
- Steve Faulkner
- Eric Fisher
- Robert Jones
- Jeff Kanipe
- John Killian
- Detra Long
- Carolyn Maltby
- Renee Meizius
- Maurice Moore
- Robert Scott
- Roy Silvers
- Cheryl Simpson

Andrea Vallerand
Donnell Washington

GOALS

WRITING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

According to scores from the Annual School Report Card, 2008, 84% of tenth graders at Gainesville High School met the “high standards” criteria for writing as measured by the writing section of the FCAT. This total school score does not meet the federal requirements for adequate yearly progress in writing.

Writing Goal Statement:

Provide general statements of intent for improvement that is of a long-term nature.

The writing performance of students at Gainesville High School will improve.

Objective:

The objective must be measurable and align with state requirements... to improve student performance by 1% or maintain 90% or high scoring at proficiency.

A minimum of 90% of Gainesville High School tenth grade students will score a 3.5 or higher on the writing section of the FCAT.

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

- Teachers will be trained in instructional strategies to improve students writing skills.
Implementation: Fall, 2008
Primary responsibility: Assistant Principal for Curriculum (APC)
- Students will be given periodic writing assessments throughout the year designed to improve performance on the FCAT writing assessment. Feedback will be provided.
Implementation: Ongoing
Primary responsibility: English Teachers
- Technology will be used to detect plagiarism and to help students understand the difference between plagiarism and the appropriate use of reference materials.
Implementation: Ongoing
Primary responsibility: English Teachers

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

FCAT scores will be examined. This objective will be accomplished when 90% of tenth grade students score 3.5 or higher on the writing portion of the FCAT Writing test.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

Selected English teachers will participate in writing inservice designed to enhance college level writing skills.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Software to detect plagiarism	School Improvement Funds	\$2,000	-0-
Professional Development	Writing Inservice	School Improvement Funds	\$1,250	-0-
Other				
		Total:	\$3,250	

GOALS

SCIENCE

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

According to scores from the Annual School Report Card, 2008, 55% of eleventh grade students were meeting “high standards” in science.

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

The science achievement of students at Gainesville High School will increase.

OBJECTIVES FOR SCIENCE

1. **Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART).

A minimum of 58% of eleventh grade students will meet the “high performing” criteria on the science section of the FCAT.

Strategies: These are actions to be taken in order to achieve the objective. List strategies in priority order.

- Incorporate Sunshine State Standards measured by the FCAT into all regular and honors science classes.
Implementation: Ongoing
Primary responsibility: Assistant Principal for Student Services (APSS) and Science Teachers
- Provide supplementary materials for review of essential Sunshine State Standards.
Implementation: Ongoing
Primary responsibility: Assistant Principal for Student Services (APSS) and Science Teachers
- Continue incentive programs to encourage eleventh graders to perform at a high level on the FCAT science test.
Implementation: Ongoing
Primary responsibility: Assistant Principal for Student Services (APSS) and Science Teachers

Evaluation: Identify how you will measure progress to achieve your objective. Be specific.

FACT scores will be examined. A minimum of 58% of eleventh grade students will perform at level 3 or higher on the FCAT science test.

Research-Based Program:

Identify the research-based science program used.

All science texts used in science classes in Alachua County are research based.

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

The APSS will meet regularly with science teachers to ensure that essential Sunshine State Standards have been incorporated into identified science classes.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other	Materials for FCAT Review	School Improvement Funds	\$2,000	-0-
	Student Incentive Program	School Improvement Funds	\$1,000	-0-
		Total:	\$3,000	

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by assignment and certification area, as well as any related endorsements.

The following teachers are fully certified by the Florida Department of Education to teach the classes assigned to them for the 2008-2009 school year.

Javier Alvarado
 Kelly Corbett
 Gayle Evans
 Ed Hunter
 Sarah King
 Chenita Lewis
 Teresa McLean
 Carla McMillan
 Erik Shuping
 Jessica Steele
 Keith Watts
 Brad Williams

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

In the 2008 School Climate Survey, only 59% of parents reported that communication between teachers and parents was adequate. This is significantly lower than the average 66% positive rating on other items on the School Climate Survey.

Goal Statement:

The ability of parents to monitor and positively impact their students' education will expand and improve.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective 1:

Objective must be measurable.

A minimum of 90% of teachers at Gainesville High School will develop on-line lesson plans which can be accessed by parents.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

- Teachers will learn and implement the "On Course" on-line lesson planning system.
Implementation: Fall, 2008
Primary responsibility: Administrators and teachers

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

This objective will be met when a minimum of 90% of classroom teachers are utilizing an on-line lesson planning systems that can be accessed by parents.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

Teachers will be trained to use the "On Course" on-line lesson planning system.

Objective 2:

Objective must be measurable.

Expand parents' and students' opportunities to correct or modify student schedules.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

- Provide students with schedules prior to the first day of school.
Implementation: Fall, 2008
Primary responsibility: Assistant Principal for Student Services (APSS)
- Make counselors available to parents and students to correct or modify any serious concerns with students' schedules prior to the first day of school.
Implementation: Fall, 2008
Primary responsibility: Assistant Principal for Student Services (APSS)
- Mail home final report cards for all underclassmen.
Implementation: Spring, 2009
Primary responsibility: Principal

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

This objective will be met when all strategies have been implemented.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)	Salary for Counselors "On Course" Lesson Planning System	School Improvement Funds School Improvement Funds	\$900 \$2,600	
Technology				
Professional Development				

Other	Mailing Expenses for Report Cards	School Improvement Funds	\$1,000	
		Total:	\$4,500	

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

1. Goal Statement

Gainesville High School will ensure a safe and secure environment for all students.

Goal Description

The Gainesville High School administration and SAC will work cooperatively with the Facilities Division of Alachua County Public Schools to begin implementation of the school safety plan developed as part of the 2007 School Improvement Plan.

2. Goal Statement

Gainesville High School will provide the necessary resources to ensure the academic success of all students.

Goal Description

The School Advisory Council will develop a procedure for members of the Gainesville High School faculty and staff to request funds for materials, equipment, personnel, etc. to ensure the effective operation of essential functions in the school.

SAC MEMBERS:

List SAC members by name and identify position/role of each person.

Wiley Dixon, Principal
Tommy Brantly, Community Member
Colleen Croft, Parent
Travis Edmond, Student Body President
Karen McCann, Teacher
Jane McKinney, Parent
Mary Newsome, Career Service
Winnie Nielsen, Community Member
Leota O'Malley, Teacher
Janine Plavac, Teacher

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Read 180	District	\$60,000	-0-
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	On Course Software	School Improvement Funds	\$2,600	-0-
	Plagiarism Software	School Improvement Funds	\$2,000	-0-
	Smartboards	Grant Funds	\$6,000	-0-
Professional Development	Reading and Writing Inservice	School Improvement Funds	\$2,250	-0-
Other	Materials			
	Student Incentives	School Improvement Funds	\$6,000	-0-
	Mailing Expenses	School Improvement Funds	\$2,000	-0-
	Counselor Salaries	School Improvement Funds	\$1,000	-0-
	Teacher Reading Endorsement Incentive	School Improvement Funds	\$ 900	-0-
		Total:	\$90,750	

IMPLEMENTATION EVALUATION (Previously adequate progress)

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts:

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?

The overall performance of Gainesville High School students improved significantly during the past year resulting in the school grade improving from a "C" to a "B". However, the degree of success in meeting the objectives in the School Improvement Plan were mixed. Below is a summary of the School Improvement Plan objectives:

1. Reading: This objective was not met. Only 45% of the lowest quartile of students met the improvement goal.
2. Math: There were two objectives for math. The first required that 75% of all students would meet high standards on the FCAT. Only 74% of students met high standards. The second objective was met, as 70% of our lowest performing students demonstrated the required gains in math.
3. Writing: The objective for writing was not met. The percentage of students demonstrating high performance in writing dropped from 87% to 84%.
4. Science: This objective was not met, with 55% of our students demonstrating high performance in science.
5. Parental Involvement: With 90% of classroom teachers utilizing the on-line lesson planning system, this objective was met.
6. Safety and Security: This objective was met. A plan to improve campus security was developed and submitted to the district staff.
7. Responsible Decision Making: This objective was met. Units were developed and implemented through the HOPE (physical education) classes.
8. Ninth Grade Success: This objective was met. A ninth grade team was established. Students assigned to the team demonstrated slightly better grades and attendance than students not on the team.
9. Campus Appearance: This objective was met. The front entry to the school is currently being renovated and improved.

In summary, the lower performing quartile of Gainesville High School students continue to perform below expectations in both reading and writing. New strategies need to be implemented to address the deficits of these learners.

