**Gadsden County Schools**

# CROSSROAD ACADEMY



# 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

# I. School Information

## A. 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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

**Employee's Name**
Tireshia Galloway

gallowaytireshia@gcpsmail.com

**Position Title**
Principal

**Job Duties and Responsibilities**

The Principal leads with a commitment to academic excellence, operational efficiency, and student-centered learning. Oversee all aspects of school leadership, including instructional planning, staff

supervision, student achievement, safety protocols, and community engagement. With a focus on building a positive and inclusive school culture, they ensure that systems and structures are in place to support both student success and professional growth. Their leadership is rooted in data-driven decision-making, strong communication, and a vision for continuous improvement across all grade levels, K–12.

## Leadership Team Member #2

**Employee's Name**
Chelsea Franklin

franklinc@gcpsmail.com

**Position Title**
Academic Officer

### Job Duties and Responsibilities

The Academic Officer serves as the instructional leader responsible for advancing the academic vision and ensuring high-quality teaching and learning across all grade levels. They oversee curriculum development, instructional practices, assessments, and professional development to drive student achievement. The academic officer works closely with the principal, instructional staff, and district leadership to align academic strategies with school goals, monitor student performance, and implement data-driven improvements. With a focus on innovation, compliance, and continuous improvement, the academic officer fosters a culture of excellence and supports the growth and effectiveness of educators throughout the organization.

## Leadership Team Member #3

**Employee's Name**
Aayana Kenon

kenona@gcpsmail.com

**Position Title**
Assistant Principal of Secondary

### Job Duties and Responsibilities

The Assistant Principal of Secondary supports the principal in overseeing the day-to-day operations of middle and high school grades, with a primary focus on academic achievement, student discipline, and teacher support. This role involves monitoring instructional quality, assisting with data analysis, implementing intervention programs, and ensuring alignment with curriculum standards. The assistant principal also plays a key role in managing student behavior, enforcing school policies, and fostering a safe and positive learning environment. In collaboration with the principal and leadership team, they

help lead professional development, coordinate testing and scheduling, and support the overall mission of preparing students for postsecondary success.

# Leadership Team Member #4

**Employee's Name**
Shaikia Bonner

bonners@gcpsmail.com

**Position Title**
Assistant Principal of Elementary

**Job Duties and Responsibilities**

The Assistant Principal of Elementary supports the principal in leading and managing the daily operations of the elementary school, with a strong focus on early childhood learning, instructional quality, and student development. This role includes overseeing classroom instruction, facilitating data-driven intervention plans, and ensuring compliance with curriculum standards and district initiatives. The assistant principal plays a key role in promoting positive student behavior, maintaining school safety, and building strong relationships with students, families, and staff. Additionally, they assist in coordinating assessments, supporting teacher professional development, and fostering a nurturing, engaging, and academically rigorous learning environment for all young learners.

# Leadership Team Member #5

**Employee's Name**
Tamara Preston

prestont@gcpsmail.com

**Position Title**
Director of Early Learning

**Job Duties and Responsibilities**

The Director of Early Learning provides strategic leadership and oversight of all early childhood education programs, ensuring high-quality instruction and developmentally appropriate practices for children from birth through age five. This role involves designing and implementing curriculum frameworks, monitoring compliance with state and federal early learning standards, and supporting school readiness initiatives. The director leads professional development for early childhood educators, oversees program evaluation and improvement, and fosters strong partnerships with families and community organizations. With a focus on equity, early intervention, and holistic child development, the Director of Early Learning ensures that young learners are equipped with the foundational skills needed for long-term academic success.

# Leadership Team Member #6

**Employee's Name**
Roy Howard

howardr@gcpsmail.com

**Position Title**
Dean of Students

**Job Duties and Responsibilities**
No Answer Entered

# Leadership Team Member #7

**Employee's Name**
D. Ricketts

collied@gcpsmail.com

**Position Title**
School Counselor

**Job Duties and Responsibilities**
No Answer Entered

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Developing the School Improvement Plan (SIP) at Crossroad Academy Charter School is a collaborative and inclusive process that engages a wide range of stakeholders to ensure the plan reflects the needs and priorities of the entire school community. The process begins with the formation of a diverse SIP committee that includes members of the school leadership team, teachers, instructional support staff, parents, secondary students, and community or business partners.

Stakeholder engagement occurs through structured meetings, surveys, focus groups, and data review sessions. Teachers and school staff analyze student achievement data, identify instructional gaps, and prioritize goals for academic growth. Parents and families provide feedback through parent forums and surveys focused on school climate, communication, and support services. Secondary students contribute through student government, leadership groups, or targeted focus sessions, offering insight into instructional engagement, campus safety, and social-emotional supports. Business and community leaders are consulted to share perspectives on workforce readiness, mentorship opportunities, and real-world learning connections.

The input gathered from these diverse voices is carefully reviewed and used to shape the SIP's goals, strategies, and action steps. For example, feedback from teachers led to the inclusion of specific professional development initiatives, while parent input influenced enhancements to communication tools and family engagement activities. Student feedback guided efforts to strengthen academic supports and extracurricular opportunities. Community and business partnerships informed the integration of career awareness programs and experiential learning opportunities.

This collaborative approach not only ensures compliance with federal requirements but also promotes shared ownership of the school's improvement efforts, aligning all stakeholder groups around a common vision of student success.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To ensure the effective implementation of the School Improvement Plan (SIP) and its impact on student achievement—especially for students with the greatest achievement gaps, Crossroad Academy Charter School will establish a structured and ongoing monitoring process. This includes regular data review cycles, leadership team check-ins, stakeholder updates, and opportunities for plan revision based on outcomes and feedback.

The SIP will be monitored through quarterly reviews led by the school leadership team and instructional coaches. These reviews will include the analysis of key performance indicators such as formative and summative assessment data, progress monitoring tools (e.g., i-Ready, FAST, or STAR), attendance, discipline, and intervention participation. Particular attention will be given to disaggregated data to track the progress of subgroups including students with disabilities, English language learners, economically disadvantaged students, and those performing below grade level. Action steps outlined in the SIP will be reviewed for implementation fidelity, and mid-course adjustments will be made when targets are not being met.

Teacher teams will engage in regular professional learning communities (PLCs) to analyze student work, instructional practices, and formative data, contributing to real-time adjustments to classroom instruction. These insights will be documented and shared with school leadership to inform SIP monitoring and improvement. Additionally, parent and student feedback will be collected through surveys, family engagement meetings, and student focus groups (particularly at the secondary level), ensuring that the perspectives of all stakeholders are considered.

The school will hold biannual stakeholder review meetings, including families, staff, and community partners—to discuss progress toward SIP goals and gather input on challenges, successes, and emerging needs. If the data indicate that certain strategies are ineffective or if stakeholder feedback suggests additional supports are needed, the SIP will be revised accordingly to support continuous improvement.

This iterative and inclusive approach ensures that the SIP remains a dynamic, responsive tool that reflects real-time progress and evolving school needs, with a clear focus on closing achievement gaps and meeting state academic standards for all students.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **COMBINATION**<br>**PK-12** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **YES** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **YES** |
| **RAISE SCHOOL** | **NO** |
| **2024-25 ESSA IDENTIFICATION**<br>*UPDATED AS OF 1 | **N/A** |

**ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)**

**2024-25 ESSA SUBGROUPS REPRESENTED**
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)

**STUDENTS WITH DISABILITIES (SWD)**
**ENGLISH LANGUAGE LEARNERS (ELL)**
**BLACK/AFRICAN AMERICAN STUDENTS (BLK)**
**HISPANIC STUDENTS (HSP)**
**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**

**SCHOOL GRADES HISTORY**
*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*

**2024-25: B**
**2023-24: B**
**2022-23: C**
**2021-22: B**
**2020-21:**

# D. Early Warning Systems

## 1. Grades K-8

### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| School Enrollment | 38 | 37 | 36 | 35 | 31 | 42 | 44 | 45 | 46 | 354 |
| Absent 10% or more school days | 8 | 13 | 9 | 19 | 8 | 13 | 15 | 8 | 6 | 99 |
| One or more suspensions | | | | 2 | | 1 | 7 | 4 | 2 | 16 |
| Course failure in English Language Arts (ELA) | | | | | | 1 | 1 | | | 2 |
| Course failure in Math | | | | | | 2 | | | | 2 |
| Level 1 on statewide ELA assessment | 8 | 14 | 12 | 7 | 1 | 6 | 12 | 7 | 13 | 80 |
| Level 1 on statewide Math assessment | 12 | 12 | 8 | 8 | 2 | 5 | 15 | 4 | 17 | 83 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1 | | | 10 | | | | | | 11 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

### Current Year 2025-26

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 4 | 8 | 4 | 6 | 1 | 6 | 9 | 2 | 5 | 45 |

## Current Year 2025-26

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | 1 | 1 | | | | | | 2 |
| Students retained two or more times | | | | | | | | | | 0 |

## Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 1 | 22 | 16 | 18 | 12 | 14 | 13 | 11 | 12 | 119 |
| One or more suspensions | | | | | 4 | 1 | 3 | 11 | 3 | 22 |
| Course failure in English Language Arts (ELA) | | | | | 1 | | 1 | | | 2 |
| Course failure in Math | | | | | 1 | 1 | | | | 2 |
| Level 1 on statewide ELA assessment | | 6 | 7 | 7 | 2 | 5 | 11 | 7 | 13 | 58 |
| Level 1 on statewide Math assessment | | 3 | 6 | 8 | 3 | 4 | 14 | 4 | 17 | 59 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1 | | | | | | | | | 1 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

## Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | 1 | 5 | 2 | 5 | 4 | 3 | 8 | 6 | 6 | 40 |

## Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | 1 | 1 | | | | | | 2 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| School Enrollment | 39 | 39 | 36 | 45 | 159 |
| Absent 10% or more school days | 9 | 13 | 17 | 20 | 59 |
| One or more suspensions | 5 | 1 | 1 | 2 | 9 |
| Course failure in English Language Arts (ELA) | | | | | 0 |
| Course failure in Math | | | | | 0 |
| Level 1 on statewide ELA assessment | 5 | 6 | 6 | 13 | 30 |
| Level 1 on statewide Algebra assessment | 4 | 3 | 10 | 4 | 21 |

### Current Year (2025-26)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 3 | 4 | 7 | 9 | 23 |

### Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | | | | | 0 |
| One or more suspensions | | | | | 0 |
| Course failure in English Language Arts (ELA) | | | | | 0 |
| Course failure in Math | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | 0 |
| Level 1 on statewide Algebra assessment | | | | | 0 |

## Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | | | | 0 |

## Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | | | | | 0 |
| Students retained two or more times | | | | | 0 |

# II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 57 | 40 | 61 | 50 | 32 | 58 | 44 | 32 | 53 |
| Grade 3 ELA Achievement | 51 | 47 | 62 | 60 | 45 | 59 | 69 | 47 | 56 |
| ELA Learning Gains | 61 | 54 | 61 | 56 | 46 | 59 | | | |
| ELA Lowest 25th Percentile | 53 | 60 | 55 | 58 | 49 | 54 | | | |
| Math Achievement* | 49 | 42 | 62 | 44 | 37 | 59 | 39 | 33 | 55 |
| Math Learning Gains | 57 | 54 | 60 | 51 | 50 | 61 | | | |
| Math Lowest 25th Percentile | 62 | 56 | 53 | 54 | 55 | 56 | | | |
| Science Achievement | 42 | 33 | 57 | 26 | 21 | 54 | 24 | 20 | 52 |
| Social Studies Achievement* | 60 | 55 | 74 | 48 | 45 | 72 | 45 | 38 | 68 |
| Graduation Rate | 100 | 86 | 72 | 91 | 63 | 71 | 98 | 70 | 74 |
| Middle School Acceleration | 79 | 60 | 75 | 57 | 48 | 71 | 43 | 56 | 70 |
| College and Career Acceleration | 76 | 62 | 56 | 95 | 89 | 54 | 95 | 69 | 53 |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 59 | 43 | 61 | 74 | 57 | 59 | 44 | 50 | 55 |

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

**2024-25 ESSA FPPI**

| | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 62% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 806 |
| Total Components for the FPPI | 13 |
| Percent Tested | 97% |
| Graduation Rate | 100% |

## ESSA OVERALL FPPI HISTORY

| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
|---------|---------|---------|---------|-----------|----------|---------|
| 62% | 59% | 57% | 56% | 51% | | 68% |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

**2024-25 ESSA SUBGROUP DATA SUMMARY**

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|---|---|---|---|
| Students With Disabilities | 50% | No | | |
| English Language Learners | 60% | No | | |
| Black/African American Students | 60% | No | | |
| Hispanic Students | 63% | No | | |
| Economically Disadvantaged Students | 62% | No | | |

# D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

## 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 57% | 51% | 61% | 53% | 49% | 57% | 62% | 42% | 60% | 79% | 100% | 76% | 59% |
| Students With Disabilities | 32% | | 57% | | 33% | 77% | | | | | | | |
| English Language Learners | 55% | | 64% | 61% | 53% | 61% | 62% | 42% | 80% | | | | 59% |
| Black/African American Students | 55% | 50% | 56% | 47% | 45% | 53% | 64% | 40% | 55% | 80% | 100% | 75% | |
| Hispanic Students | 59% | 55% | 66% | 60% | 55% | 63% | 59% | 39% | 69% | | 100% | 77% | 58% |
| Economically Disadvantaged Students | 54% | 48% | 59% | 55% | 46% | 57% | 62% | 37% | 59% | 88% | 100% | 77% | 59% |

## 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 50% | 60% | 56% | 58% | 44% | 51% | 54% | 26% | 48% | 57% | 91% | 95% | 74% |
| Students With Disabilities | 33% | | 50% | | 14% | 38% | | | | | | | |
| English Language Learners | 49% | | 55% | 41% | 48% | 53% | 40% | 36% | | | | | 74% |
| Black/African American Students | 47% | 50% | 56% | 64% | 39% | 49% | 57% | 14% | 53% | 27% | 88% | 93% | |
| Hispanic Students | 54% | | 56% | 45% | 51% | 51% | 40% | 45% | 36% | | 100% | 100% | 73% |
| Economically Disadvantaged Students | 48% | 64% | 55% | 60% | 40% | 49% | 52% | 26% | 45% | 56% | 94% | 94% | 75% |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 44% | 69% | | | 39% | | | 24% | 45% | 43% | 98% | 95% | 44% |
| Students With Disabilities | 21% | | | | 17% | | | | | | | | |
| English Language Learners | 41% | | | | 47% | | | 27% | | | | | 59% |
| Black/African American Students | 43% | 64% | | | 34% | | | 24% | 39% | 50% | 100% | 100% | |
| Hispanic Students | 47% | 80% | | | 45% | | | 23% | 50% | 36% | 94% | 88% | 65% |
| Economically Disadvantaged Students | 44% | 66% | | | 37% | | | 22% | 42% | 41% | 97% | 94% | 58% |

# E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

### 2024-25 SPRING

| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
|---------|-------|--------|----------|-------------------|-------|----------------|
| ELA | 10 | 67% | 37% | 30% | 58% | 9% |
| ELA | 3 | 51% | 38% | 13% | 57% | -6% |
| ELA | 4 | 61% | 36% | 25% | 56% | 5% |
| ELA | 5 | 60% | 36% | 24% | 56% | 4% |
| ELA | 6 | 61% | 30% | 31% | 60% | 1% |
| ELA | 7 | 49% | 40% | 9% | 57% | -8% |
| ELA | 8 | 57% | 35% | 22% | 55% | 2% |
| ELA | 9 | 46% | 32% | 14% | 56% | -10% |
| Math | 3 | 54% | 48% | 6% | 63% | -9% |
| Math | 4 | 74% | 44% | 30% | 62% | 12% |
| Math | 5 | 64% | 35% | 29% | 57% | 7% |
| Math | 6 | 39% | 33% | 6% | 60% | -21% |
| Math | 7 | 56% | 41% | 15% | 50% | 6% |
| Math | 8 | 36% | 36% | 0% | 57% | -21% |
| Science | 5 | 29% | 25% | 4% | 55% | -26% |
| Civics | | 60% | 55% | 5% | 71% | -11% |
| Biology | | 64% | 46% | 18% | 71% | -7% |
| Algebra | | 44% | 26% | 18% | 54% | -10% |
| Geometry | | 21% | 18% | 3% | 54% | -33% |

### 2024-25 WINTER

| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
|---------|-------|--------|----------|-------------------|-------|----------------|
| Algebra | | 24% | 39% | -15% | 16% | 8% |

**2024-25 WINTER**

| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
|---------|-------|--------|----------|-------------------|-------|----------------|
| Geometry | | 0% | 10% | -10% | 23% | -23% |

**2024-25 FALL**

| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
|---------|-------|--------|----------|-------------------|-------|----------------|
| Algebra | | 21% | 24% | -3% | 18% | 3% |
| Geometry | | 0% | 11% | -11% | 19% | -19% |

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

**Most Improvement**

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

During the 2024–2025 school year, the area that showed the most significant improvement was science, specifically in 5th and 8th grade combined. Science proficiency increased from 26% to 42%, reflecting targeted efforts to strengthen instruction and student outcomes. To achieve this growth, the school implemented strategic coaching cycles with the biology science teacher, ensuring focused support and instructional refinement. Additionally, consistent professional learning communities (PLCs) were held to analyze student data, identify misconceptions, and adjust instruction accordingly. Teachers also engaged in scripting lesson plans and assessment questions to align more closely with standards and rigor, resulting in more intentional and effective classroom practices.

**Lowest Performance**

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

The data component that showed the lowest proficiency during the 2024–2025 school year was science, specifically in the combined 5th and 8th grade results. Despite some gains, science remained an area of concern and a top priority for improvement. In response, the school took proactive steps by hiring two new science teachers, Ms. C and Ms. J. Moore, to strengthen instructional quality and provide students with more targeted, engaging science instruction. Their addition to the team reflects the school's commitment to addressing areas of academic need and improving overall student performance in science.

**Greatest Decline**

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

Third-grade reading was the area that experienced the greatest decline compared to the previous school year. Several factors contributed to this drop in performance, including challenges related to teacher certification, inconsistent student attendance, and significant gaps in foundational literacy skills among third-grade students. These issues collectively impacted instructional continuity and students' ability to meet grade-level reading expectations, highlighting a critical need for targeted intervention and support in early literacy.

## Greatest Gap

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

Geometry was the data component that showed the greatest gap when compared to the state average. While the state average was 54%, our school's proficiency was 21%. This gap can be largely attributed to the challenges faced by a newly onboarded mathematics teacher who was managing multiple course preparations. In response, adjustments were made to both the master schedule and the math coach's support schedule to provide targeted assistance in this area. These changes are aimed at improving instructional quality, reducing teacher workload, and ultimately closing the achievement gap in Geometry.

## EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data from Part I, two potential areas of concern have been identified: third-grade reading and schoolwide mathematics performance. Third-grade reading showed a notable decline from the previous year, signaling the need for targeted literacy interventions and increased instructional support in early grades. Additionally, schoolwide math performance continues to trend below expectations, indicating a broader need for strengthened instructional strategies, aligned resources, and ongoing professional development across grade levels. These areas will be a primary focus moving forward to ensure improved student outcomes and academic growth.

## Highest Priorities

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

- 3rd grade reading
- 5th grade science
- Math K-12
- English K-12
- CTE/dual enrollment proficiency

# B. Area(s) of Focus (Instructional Practices)

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

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Third-grade ELA instruction is our top priority as we work to ensure students are on track for early reading proficiency. Third grade represents a critical stage in a child's academic development, serving as the foundation for future learning across all content areas. Our goal is to ensure that all third-grade students are confident, capable readers performing at or above grade level. This focus has become even more urgent due to the significant decline in third-grade reading performance observed during the 2024–2025 school year. Addressing this decline through targeted instruction, strategic interventions, and increased support will be essential to reversing the trend and closing early literacy gaps.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our 2024–2025 data showed that 51% of our third-grade students were proficient in reading, a decline from 60% proficiency in the 2023–2024 school year. In response, we have set an ambitious goal for the current year: to increase third-grade reading proficiency to 70% or higher. To stay on track toward meeting this target, students should demonstrate at least 50% mastery by December. This benchmark will help ensure timely interventions and adjustments to instruction as needed to support all third-grade students in reaching grade-level reading expectations.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Third-grade ELA instruction will be closely monitored on an every-other-day basis through the review of teacher lesson plans, classroom instruction, student work, and intervention implementation. This consistent oversight is designed to directly impact student learning outcomes by identifying opportunities for growth and making timely instructional adjustments. All feedback will be

communicated by Ms. Bonner or Principal Galloway to ensure alignment and streamline instructional practices. Additionally, all third-grade reading teachers will be required to hold a reading endorsement to strengthen literacy instruction and support student achievement.

**Person responsible for monitoring outcome**
Ms. S. Bonner

**Evidence-based Intervention:**
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
**Description of Intervention #1:**
Tier 1- Teachers will implement direct instruction, incorporate blended learning by utilizing achieve 3000 and provide opportunities to engage in the learning process using WICOR strategies. Tier 2- Teachers will form strategic small groups based on student performance by standard. Tier 3-Intensive one-on-one support will be provided during push-ins and pull-outs, using the teacher of record, trained paraprofessional and assistant principal of elementary. Students will receive invitations to afterschool tutoring for additional tier 3 instruction.

**Rationale:**
We have found that tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunities. Invitations to level up after school program to target specific standards intentionally provides additional time for students to show mastery.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Curriculum Mapping & Focus Calendars

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Ms. Bonner & Dr. Galloway | 4x/year minimum |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Once a quarter, assistant principals and ELA teachers will pre-plan the upcoming ELA standards being taught for a second review of the standards, resources, non-fiction, fiction, genre alignment, and activity alignment to ensure students receive an equivalent assessment experience during instructional time. The strategic implementation of embedding writing practice each quarter will be included. The impact of this action step will be monitored by students PM2 growth from PM1 and write score practice.

**Action Step #2**

Assistant Principal of Elementary Accountability teacher Co-teaching Model

**Person Monitoring:**
Dr. Galloway

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
For dense and complex ELA standards, as needed, the AP will plan in advance the days they will co-teach a standard with a student or proceed with instruction for a planned ELA teacher's absence, specifically 3rd grade ELA. It will be determined what standards will be pre-planned for coteaching in January after PM2.

**Action Step #3**
Lesson Planning

**Person Monitoring:**
S. Bonner

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in English achievement. Collaborate on teacher small groups by standard (DI.)

**Action Step #4**
Student Formative and Summative Assessment Review

**Person Monitoring:**
S. Bonner

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During PLC's and data cycle meetings teachers will bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a more engaged, proficient student with feedback, resources and examples coming from the AP of elementary.

# Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school improvement priority is to focus on science. After surveying stakeholders, stakeholders are in agreement that science needs to improve schoolwide. Science is a crucial part of students' matriculation from the K-12 learning environment to post-secondary college and career options. Based on our students' growth in reading proficiency, their science gains should be greater.

## Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

5th grade science earned 29% proficiency during the 2024-2025 school year. 67% of our students enrolled in Biology earned proficiency. This school year we plan to earn an overall 62% in science achievement as we strive to become an "A" school. We cannot drop below 50% to reach our goal. We plan to progress monitor baseline data to ensure by Christmas, students are at least 40% proficient.

## Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor science instruction by tiering our students based on their baseline data and reading proficiency. Next, we will form small groups for tier 2 interventions and pair students based on their unique learning abilities. The leadership team will observe science instruction daily with the principal and assistant principals. Timely feedback will be provided to teachers. During PLCs, we will discuss how we will teach a lesson, which includes formative and summative assessment data analysis. Data cycles will be implemented to focus on specific parts of the lesson for teacher input/feedback to reach instructional goals. Monthly, we will review our plans and data to confirm if any instructional, scheduling, or targeted interventions need to be modified. Each student will take ownership of their science data by utilizing the science data tracker.

## Person responsible for monitoring outcome
Ms. J. Moore & Dr.Galloway

## Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### Description of Intervention #1:
Tier 1- Students will engage in Stemscopes, Penda, and hands-on learning opportunities to engage in science instruction. Teachers will provide direct instruction to promote student learning. Tier 2-Teachers will form small groups based on student proficiency by standards to remediate and clear misconceptions. Tier 3—Teachers will provide one-on-one support for targeted students during the school day and invite students needing tier 3 support for after-school tutoring.

### Rationale:
We have found tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunity. 5th grade science students will receive an invitation to attend level up after school to target specific standards with additional time to improve proficiency.

### Tier of Evidence-based Intervention:

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Curriculum Mapping & Focus Calendars

| **Person Monitoring:** | **By When/Frequency:** |
| J. Moore & Dr. Galloway | 4x/year minimum |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Once a quarter, Dr. Galloway and science teachers will pre-plan the upcoming science standards being taught for a second review of the standards, resources, labs, and activity alignment to ensure students receive an equivalent assessment experience during instructional time.

**Action Step #2**
Lesson Planning .

| **Person Monitoring:** | **By When/Frequency:** |
| Dr. Galloway | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in science.

**Action Step #3**
Student Formative and Summative Assessment Review

| **Person Monitoring:** | **By When/Frequency:** |
| Dr. Galloway | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During PLC's requesting teachers bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a more engaged, proficient student.

**Action Step #4**
Plan Standard Aligned Science Field Experiences

| **Person Monitoring:** | **By When/Frequency:** |
| J.Moore & M. Cineous | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Allow students to engage in science museums, labs as well as attractions to engage and motivate them to pursue science careers and make meaning of science instruction in the real world. The impact will increase student engagement and promote high expectations for science achievement.

# Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Career and Technical Education

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Offering Certified Technical Education is a beneficial way to engage students in working towards multiple options beyond their K-12 experience. We improved our middle school CTE acceleration from 57% to 79%. The goal this school year to improve from 79% to 85%. Students will be able to engage in the learning process while exploring technical careers and earning certification credits. We want to increase PD opportunities for our instructor and incentives for students that will also support an increase in proficiency. We want to grow our high school acceleration from 76% to 100%.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

After earning 79% proficiency in middle school acceleration, we want to specifically target our CTE instruction to ensure we maximize student learning experiences through successful certification completions. Our end goal will be that 85% of students or more earn industry certifications in middle school and 100% of our high school students will earn 100% proficient.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through class room walkthrough's, student work analysis and tracking the number of certifications students earn. We will administer mock certification exams to track student progress and to provide targeted interventions.

### Person responsible for monitoring outcome

Assistant Principal of Secondary, A.Kenon

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
**Description of Intervention #1:**

Formative Assessments: Regular check-ins and reflections on project progress. Student Portfolios: Collecting and reviewing student work throughout the course. Teacher Observations: Monitoring engagement and skill application during instruction. Feedback/Data Cycle: Incorporating peer and teacher feedback to refine work products.

**Rationale:**
At this developmental stage, students are beginning to explore career interests. Project based learning allows students to engage in hands-on, real-world projects that can make learning relevant and meaningful. This approach fosters critical thinking, collaboration, and problem-solving skills, which are crucial for CTE pathways.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Establish Clear Learning Objectives/Unpack Standards

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| A.Kenon | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Ensure teacher has access to updated standards and resources that mirror certification requirements, ensure teacher of record has taken and passed certification exam/has aligned credentials.

**Action Step #2**
Develop CTE Curriculum Modules

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| A.Kenon | 4x Year minimum |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Develop CTE Curriculum Modules by ensuring curriculum maps and pacing guides are intentionally used throughout the course progression.

**Action Step #3**
Provide CTE Teacher Professional Learning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| A.Kenon | 2x/year |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Ensure our CTE instructor has an opportunity virtually or online to engage in professional learning processes that support him in providing rigorous high quality CTE instruction in his classroom.

**Action Step #4**
Monitor and Assess Student Progress

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|

A.Kenon                                              Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During weekly PLCs analyze student work samples, provide feedback from walkthroughs and set timely goals of lesson modifications/implementation.

# Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics instruction is a critical area of focus at CACS. During the 24-25 school year, 49% of students were proficient, a slight increase from the 44% from the prior school year. The goal this year is to increase to at least 55% proficiency, striving for 45% of students showing proficiency by December. The goal is to improve our math learning gains to 60% or higher and math lowest student gains to 70%. This is critical for our students to be equipped for their post-secondary next steps.

### Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student gains in mathematics have not been consistent over the past three years. 3rd grade math earned 54% proficiency, grade 4 proficiency 74%, grade 5 proficiency 64%. 6th grade math proficiency was at 39%, 7th grade 56% and 8th grade 36%. Algebra 1 and Geometry proficiency was at 33%. Our goals for this year is to increase to at least 55%. Each grade band would be expected to improve by 6% with 5th and 8th grade math being our top priority for intensive support.

### Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Mathematics improvement will be closely monitored through daily classroom walkthrough's, coaching cycles, student work analysis and standard based interventions. This will help improve our student mathematics skills significantly in one year providing tiered targets for each planned lesson.

### Person responsible for monitoring outcome
S.Bonner, A. Kenon, C. Poole, Dr. Galloway

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Our mathematics students will be tiered and receive targeted interventions with 5th and 8th grade math being prioritized first. Tier 1- Students will engage in direct instruction, i-ready and hands on opportunities to engage in Math Instruction including them using white boards to immediately show their work for feedback. Tier 2- Teachers will form small groups based on students proficiency by standard or skill. Tier 3- Math coach and IGNITE tutoring fellows will work one on one with students during the school day and CACS student tutors/teacher after school to fill in the learning deficits of students. A math improvement plan will be reviewed with each parent of a level 1 student to involve them in the support and practice they can do at home.

**Rationale:**
We have found tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunities. The utilization of white boards provide teachers a timely opportunity during instruction to provide feedback for students.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Curriculum Mapping & Focus Calendars

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| C.Poole, Dr. Galloway, A.Kenon and S.Bonner | 4x/year minimum |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Once a quarter, the math coach and math teachers will pre-plan the upcoming math standards being taught for a second review of the standards, resources, and activity alignment to ensure students receive an equivalent assessment experience during instructional time. The APs will go through a piece of the planning process with each grade band to encourage and support the coach and lead teachers to cover all specific grade areas (3rd, 5th, 8th, Alg 1, and Geometry) showing the highest need.

**Action Step #2**
Co-teaching Model Math

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| C.Poole | As needed |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During PLC's it will be determined which standards will need to co-taught based on the complexity and density of the standard. The APs will request standards in need of a co- teacher in 3rd, 5th, 8th,

Alg 1, and Geometry to collaborate in creating a schedule for the math coach that does not intervene with the math intervention schedule. The data analysis from PM2 will determine the co-teaching standards to be co-taught.

**Action Step #3**
Layered Lesson Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| A. Kenon, S.Bonner, C. Poole | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in Mathematics achievement.

**Action Step #4**
Student Formative and Summative Assessment Review

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| A.Kenon, S.Bonner, C.Poole | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During PLC's teachers will bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a more engaged, proficient student.

# IV. Positive Learning Environment

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For grades K-6, the area of focus, centers on implementing consistent student celebrations, incentives, and earning opportunities to encourage academic progress. Students are highly motivated by immediate and tangible rewards. Therefore, the focus will include a variety of age-appropriate rewards such as certificates, stickers, class parties, and special recognition ceremonies. These incentives will be tied directly to academic achievements like improving reading levels, Accelerated Reader, and iReady/STAR top performers, mastering math skills, and showing significant progress in other core subjects. Recognizing and celebrating small milestones also supports the development of a strong work ethic and perseverance in young learners. Data from the prior year indicated that students in K-6 showed increased motivation and academic improvement when they received consistent, positive reinforcement. Class dojo and CHAMPS will be used to reinforce our PBIS model

for K-6.

For grades 7-12, student celebrations, incentives, and earnings are aimed at fostering academic progress. At this stage, students are beginning to prepare for college and careers, so the incentives will be designed to align with their growing maturity and aspirations. Rewards may include academic honor roll luncheons, leadership opportunities, scholarships, and access to special events like college tours or internships. The program will also introduce a merit-based system where students can earn privileges and rewards based on their academic achievements, such as early dismissal passes, parking privileges, or participation in exclusive school activities. Celebrating academic progress through public recognition and meaningful rewards can significantly boost student morale, increase engagement, and drive higher levels of academic performance. By addressing this need, the goal is to create a culture of excellence where students are motivated to strive for continuous improvement and are rewarded in ways that are meaningful to them. BIZI and CHAMPS will be used to reinforce our PBIS model for 7-12.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last school year we saw an increase in student morale yet a decrease in compliance with schoolwide rules, uniform as well as procedures. We will measure student improvement in the area of school culture and morale by rating them in the following categories: referrals, attendance, engagement, leadership, and safety. Referrals and attendance will be tracked and monitored in focus. Engagement, leadership, and safety will be observed by the administration team on scheduled days.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The areas of focus will be observed during administrative scheduled walkthroughs in the following areas: cafeteria special area, class change, in classrooms, morning intake, lunch, and dismissal.

## Person responsible for monitoring outcome

Dean, Administrative team and Counselors

## Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The implementation of PBIS will be monitored through regular data collection on student behavior, academic progress, and participation in incentive programs. Surveys and feedback from teachers, students, and parents will also be used to assess the effectiveness of the interventions.

**Rationale:**

PBIS is widely recognized for its effectiveness in creating a positive school climate. By aligning celebrations and incentives with PBIS, our school can reinforce positive behaviors and academic achievements simultaneously, helping students associate academic success with positive reinforcement.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Class Incentives

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Teachers | Daily |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teacher will implement the schoolwide PBIS system within the classroom to minimize behavior issues and promote academic progress. Classroom incentives will be in place to motivate students to achieve at their highest level in all areas. Progress with be monitored using student Class Dojo in grades K-6th and Bizi in grades 7th-12th.

**Action Step #2**
Program Monitoring/Platform Training

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Administrators and Dean Howard | Weekly/quarterly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The leadership team along with Dean Howard will ensure the schoolwide PBIS plan is being used by all teachers and staff members; and that consistency is being upheld. In addition, make sure all stakeholders are aware of school wide behavior and academic expectations. Quarterly celebrations will be held to highlight behavior and academic performance/improvements. This will be monitored through data collection, Class Dojo, and Bizi. Additionally, the admin team will schedule and provide professional learning on the PBIS platform.

# Area of Focus #2

Teacher Attendance

## Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Monthly teacher celebrations, awards and recognition around instruction, attendance and team support will be a focus for our team during the 25-26 school year. This affects student learning by promoting a positive work environment and school culture for teachers to thrive in to be their best selves for students. With an influx of teaching vacancies the 25-26 school year, it is a critical focus to retain all of our teachers and to remain fully staffed for the 25-26 school year and beyond.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With inconsistent teacher attendance, the plan to measure this plan is to compare teacher absences by quarter in comparison to the year prior. Additionally, we hope to maintain 100% of our staff and update our plan on the percentage of retained teachers in December.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teacher attendance will be monitored daily and tracked through our internal tracking system. Teachers will receive warnings, and attendance conferences to put systems in place to support them in attending regularly, planning absences and leaving meaningful lessons when they are out.

### Person responsible for monitoring outcome
Dr. Galloway

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
### Description of Intervention #1:

### Rationale:

### Tier of Evidence-based Intervention:

### Will this evidence-based intervention be funded with UniSIG?
No

### Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### Action Step #1

**Person Monitoring:**                          **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# Area of Focus #3
Multiple Early Warning Signs

### Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary area of focus is monitoring, tracking, and providing targeted interventions for students who are not proficient in reading and math across all relevant grade levels. This focus is essential for ensuring that students who have fallen behind in key academic areas receive the necessary support to make significant progress. Additionally, the approach includes offering ongoing intrinsic and extrinsic motivation opportunities to keep students engaged and motivated throughout the process.

- Impact on Student Learning: This focus directly impacts student learning by identifying students who need additional support early on and providing personalized, data-driven interventions to address their specific gaps. By consistently monitoring progress through assessments and adjusting instruction as needed, students can experience continuous improvement. The inclusion of motivational strategies—both intrinsic, such as fostering a growth mindset, and extrinsic, such as recognizing progress with rewards—encourages students to stay engaged and take ownership of their learning. This approach helps build confidence, resilience, and a desire to achieve proficiency in both reading and math.

- Rationale Based on Prior Year Data:  The rationale for this area of focus stems from the prior year's data, which indicated significant percentages of students scoring below proficiency in both reading and math. Specifically, 18% of the student population scored at Level 1 in ELA, with 32% scoring at Level 2. In math, 22% scored at Level 1, and 32% at Level 2. These numbers highlight a crucial need for targeted interventions to reduce non-proficiency rates, particularly for students who were within 10 points of reaching proficiency. The prior year's data also revealed gaps in progress monitoring and intervention effectiveness, with some students not receiving consistent support. This led to the identification of monitoring, tracking, and providing tailored interventions as critical areas of need. By addressing these areas, the school aims to close achievement gaps and ensure that students not only make progress but also develop the skills and motivation necessary to reach proficiency in both reading and math.

- This approach can foster a positive culture and environment in several ways: Targeted Support for All Students: By providing personalized, evidence-based interventions, the school demonstrates a commitment to addressing the individual needs of each student. This focus on

closing achievement gaps shows that every student's progress matters, fostering a culture of inclusion and support.

- Collaboration Among Staff: The approach encourages strong collaboration between teachers, interventionists, and administrators. Regular data review meetings, professional development, and weekly check-ins help create an environment where educators work together to achieve common goals. This shared responsibility fosters a supportive and cohesive school community where staff feel empowered and connected.

- Growth-Oriented Mindset: The emphasis on tracking progress and making data-driven adjustments fosters a growth mindset among both students and teachers. Students receive clear feedback on their progress, helping them recognize that improvement is possible with effort and targeted support. This growth-oriented approach helps to build resilience and confidence, contributing to a more positive and proactive school culture.

- Celebrating Successes: As the school monitors and achieves progress in reducing non-proficiency rates, it provides opportunities to celebrate both individual and collective successes. Recognizing and rewarding improvements reinforces positive behavior and builds a school-wide culture of achievement. Equitable Learning Environment: The focus on ensuring that students who are not proficient receive timely interventions supports equity in learning opportunities. By closing achievement gaps, the school promotes fairness and ensures that all students have the resources and support necessary to succeed, creating a more inclusive and positive school environment.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data shows that 18% of our student population scored at Level 1 and 32% at Level 2 in ELA.

- In Math, 22% of students scored at Level 1 and 32% at Level 2.
- Specifically, in 3rd grade, 6% of students scored at Level 1 in ELA.
- Our goal for this year is to provide ongoing interventions for students who were not proficient in ELA or Math last year. This will include two weekly sessions with certified reading and math interventionists.
- We aim to decrease the percentage of non-proficient students in ELA by 30%, focusing on students who were within 10 points of reaching proficiency. Additionally, we will closely monitor the progress of students at Level 3 to ensure they continue to progress and do not regress.
- By the end of the academic year, we expect to see a measurable reduction in the number of students scoring at Levels 1 and 2 in both ELA and Math, with a specific focus on moving students closer to proficiency and ensuring those already proficient maintain or improve their performance.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored through ongoing data collection and analysis, using formative assessments, progress monitoring such as i-Ready, STAR and curriculum based assessments, and intervention session feedback. In addition, students that scored a level 1 or 2 will be participating in our mandatory afterschool program. Specifically, the following steps will be taken to ensure the desired outcomes:

1. Weekly Progress Monitoring: Students receiving ELA and Math interventions will be monitored through formative assessments every two weeks. This will allow teachers and interventionists to track their progress toward proficiency. Students within 10 points of proficiency will receive targeted support based on their specific areas of need.

2. Data Review Meetings: Monthly data review meetings will be held with grade-level teams and interventionists to analyze student progress. During these meetings, we will identify trends, make adjustments to intervention strategies, and reassign resources if needed. Special attention will be given to students scoring at Level 3 to ensure they continue progressing and do not fall behind.

3. Individual Student Plans: For students showing limited progress, individualized plans will be created with input from the reading and math interventionists. These plans will adjust the frequency or type of intervention and may involve additional strategies, such as small group instruction or one-on-one tutoring.

4. Mid-Year and End-of-Year Assessments: Benchmark assessments will be administered at the beginning of the year, mid-year and at the end of the year to evaluate overall student progress and to measure the effectiveness of the interventions. The goal is to see a 30% reduction in the number of students scoring at Levels 1 and 2 in ELA, and similar improvements in Math. Ongoing monitoring will directly impact student achievement by ensuring timely interventions are put in place, adjustments are made when necessary, and students receive the support they need to move toward proficiency. Regular data-driven reviews will help keep the focus on targeted outcomes and provide the school with the flexibility to adapt as needed to achieve the desired results.

**Person responsible for monitoring outcome**
Dr. Galloway

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
The school will implement targeted interventions using certified reading and math interventionists to support students identified as not proficient in ELA and Math. The selected practices include: Small

Group Instruction and Targeted Interventions: Students identified as needing support in ELA and Math will participate in small group intervention sessions twice a week. These sessions will focus on the specific skill deficits identified through formative assessments. The interventionists will employ evidence-based practices such as explicit instruction, scaffolding, and differentiated instruction tailored to the students' needs. The interventionists will use curriculum based resources, as well as iReady, STAR and Achieve 3000 to supplement instruction. Progress Monitoring Tools: The interventions will be monitored using progress monitoring tools, including STAR assessments and other curriculum-based measures, to regularly assess students' growth and make data-driven adjustments to instruction.

**Rationale:**
Rationale for Selecting this Strategy: This evidence-based intervention was selected based on prior research demonstrating the effectiveness of small group, targeted intervention in improving student performance in both ELA and Math. Small group instruction allows for more personalized attention, helping students focus on their specific areas of difficulty. The decision to use certified reading and math interventionists ensures that students are receiving high-quality, specialized instruction. The rationale for choosing this approach also stems from the previous year's data, which showed a significant percentage of students scoring at Level 1 and Level 2 in ELA and Math. By focusing on those students who were close to proficiency, we aim to make targeted gains that will significantly reduce the number of non-proficient students. Monitoring of Interventions: The identified interventions will be monitored through: Regular Progress Checks: Students will undergo biweekly assessments to track their progress toward proficiency. The data collected will be reviewed during monthly data review meetings to ensure the interventions are producing the desired results. Mid-Year and End-ofYear Benchmarks: Benchmark assessments will be conducted mid-year and at the end of the year to evaluate overall progress. If students are not making expected gains, adjustments to the intervention (e.g., increasing frequency or changing instructional methods) will be made. Teacher and Interventionist Collaboration: Interventionists will work closely with classroom teachers to ensure that the skills targeted during intervention sessions align with classroom instruction. This collaboration ensures continuity of learning and maximizes the impact of the interventions. By utilizing evidencebased strategies and continuously monitoring progress, the school aims to meet its measurable outcomes, including reducing non-proficiency rates in ELA and Math by 30%.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Meet with interventionist to finalize schedule for working with students.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Dr. Galloway | By September 9, 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The principal will meet with the reading and math interventionists to finalize the schedule for working with identified students. This schedule will allocate specific times for the interventionists to meet with small groups of students who are not proficient in ELA and Math. The finalized schedule will ensure that students receive consistent, targeted support twice a week, aligning with their availability and

other classroom commitments. Monitoring the Impact: Scheduled Progress Reviews: Once the schedule is in place, the interventionists will track attendance and participation in the sessions to ensure that students are consistently attending. Progress monitoring data from each session will be used to assess student growth. Weekly Check-ins with Interventionists: Administrators and teachers will meet with interventionists weekly to review the effectiveness of the scheduled interventions. Any scheduling conflicts or adjustments will be addressed to ensure smooth execution of the plan. Student Growth Data: The impact of the intervention schedule will be monitored through biweekly assessments, comparing pre- and post-intervention data to determine student progress. Interventionists will track whether students are improving based on their participation in the scheduled sessions. Adjustment Meetings: Mid-cycle meetings will be held to review the progress of students and determine if the schedule needs to be adjusted for any students not making adequate progress. These meetings will help ensure the allocated time for intervention is used efficiently.

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://www.mycacs.com/

**Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

https://www.mycacs.com/parentengagement

**Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Science instruction, Mathematics instruction, CTE instruction, 3rd grade ELA instruction and schoolwide implementation of highly effective standard aligned instruction. Focusing on hands-on learning in science coupled with student science journals will capture standard-aligned information students will need to retain for the year. Implementing WICOR strategies with fidelity in ELA while maximizing the use of STRIDE tutors as well as a reading coach will provide teachers more opportunities for differentiated small group specifically in 3rd grade ELA. By providing real-world

applications across all grade levels in math, with a coach, will support maximized improvement in mathematics instruction. Lastly, increasing partnerships with TCC and advanced professional learning opportunities for our CTE program will serve as a foundation for improvement.

## How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

CACS maintains compliance with nutrition, violence prevention, housing programs, and early learning programs and partners with CTE service providers to ensure while our plan was developed, the aforementioned partnerships were discussed and included in the decision-making process when applicable.

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Ms. Brookens, our mental health counselor, and Ms. D. Ricketts, our academic counselor, will both ensure our at-risk students receive the services and support they need. This include scheduled pull outs during non-instructional time. Ms. Brookens will lead our MTSS process, which will offer multiple layers of support. Ms. D. Ricketts will ensure students are on track to meeting their academic goals. Additionally, our leadership team will be monitoring our after-school Level-up program to improve students' skills outside of the educational subject areas during the school day.

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Secondary students will participate in an annual career fair hosted by TCC. Additionally, select students will enroll in Gadsden Technical College to pursue a trade. Internship opportunities will be made available for qualifying students. All students K-12 will have guest speakers, field trips, and learning opportunities to be exposed to careers and post-secondary opportunities.

### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Dean Howard serves as our behavior specialist and interventionist. CACS aims to be preventative in addressing potential behavior issues that could arise. We follow the GCSD student code of conduct, which provides a detailed outline on how to tier consequences, while our PBIS model guides us on how to tier rewards. CACS uses student contracts, statement forms, and cool-down passes to promote a positive school culture.

## Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

CACS Staff participates in various professional learning opportunities. This includes but is not limited to Scorpian University, Leader In Me, AVID (school level), CHAMPS, Additional AVID, PAEC and Endorsement opportunities (District) and CTE, and AP courses (state level). As a result of the opportunities provided for professional learning, CACS is rebuilding to recruit and retains effective teachers in ELA, Science, Math as well as History.

## Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

In partnership with our pre-k early learning director, we prepare both teachers, students, and families for the transition from pre-k to kindergarten by collaborating with educators on students individual learning needs during pre-planning, hosting parent nights before school starts to get parents acclimated to the change and engaging students with familiar support (early learning director class visits) during the first two weeks of school.

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

**Process to Review the Use of Resources**
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process to review the use of resources to meet the identified needs of students involves a comprehensive and collaborative approach to ensure alignment with evidence-based practices and school goals. Identifying Needs The process begins by analyzing student performance data, teacher feedback, and other relevant indicators to clearly identify the needs of students across various grade levels and content areas. Evaluating Resources Resources are reviewed using credible platforms such as the What Works Clearinghouse and Evidence for ESSA to ensure they are evidence-based and meet established standards of effectiveness. These platforms provide reliable research and ratings that guide decision-making. Collaborative Review A routine review is conducted by the administrative team and teacher leaders to evaluate the selected resources. This collaboration ensures that multiple perspectives are considered, and resources are aligned with instructional goals and the specific needs of students. Implementation and Monitoring Once resources are approved, they are implemented in classrooms, and their effectiveness is monitored through regular observations, data analysis, and teacher feedback. Ongoing Adjustment Based on the monitoring outcomes, resources and strategies are adjusted as needed to maximize their impact on student learning and achievement.

**Specifics to Address the Need**
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

1. Specific Resource(s): Resource Name: iReady Diagnostic, STAR, and Instructional Program's diagnostics • Purpose: A comprehensive tool for personalized instruction and progress monitoring in math and reading.
2. Rationale (i.e., Data): • Performance Gaps: Recent assessment data indicates that 60% of students schoolwide are performing below grade level in reading, with similar trends observed in math. • Growth Trends: Benchmark comparisons show minimal growth over the past two quarters, signaling a need for targeted, data-driven interventions. • Evidence-Based Justification: iReady and STAR has been validated by What Works Clearinghouse as an effective tool for improving student achievement in foundational skills. We adopted Savvas myView from Florida's K-12 ELA instructional materials list. Savvas myView provides comprehensive, explicit instruction based on the science of reading. It does not currently meet ESSA's levels of evidence (strong, moderate, or promising) however; has been proven when used with fidelity.

3. Plan to Address Needs (i.e., Timeline): • Training and Preparation: • Provide professional development for teachers on effective implementation of resources focusing on data analysis and instructional adjustments.

4. Ongoing Monitoring: • Biweekly: Conduct collaborative team meetings with teacher leaders and administrators to review student progress reports and adjust instructional plans as needed.

5. Midpoint Review: • January: Evaluate program effectiveness using mid-year diagnostic results, identifying strengths and areas requiring additional support.

6. Final Evaluation: • June 10: Analyze end-of-year data to determine the overall impact of iReady on closing achievement gaps and plan for future resource use.

# VII. Budget to Support Areas of Focus

| | |
|---|---|
| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |

| BUDGET | ACTIVITY | FUNCTION/OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|--------|----------|-----------------|----------------|-----|--------|
| Plan Budget Total | | | | | 0.00 |