CROSSROAD ACADEMY

2024-25 Schoolwide Improvement Plan

Table of Contents

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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

Position Title
Principal

Job Duties and Responsibilities

Responsible for overseeing the implementation of the School Improvement Plan (SIP) and collaborating with the leadership team to analyze data for monitoring the SIP. Leads instructional shifts that need to occur based on progress monitoring.

Leadership Team Member #2

Employee's Name
Aayana Kenon

Position Title
Assistant Principal

Job Duties and Responsibilities

Responsible for overseeing and progress monitoring:

- ELA, math, science and social studies data in grades 7-12
- On-going intervention plans and data analysis and reporting for continuous improvement for all core subjects in grades 7-12.
- Graduation rate monitoring and support
- High school acceleration monitoring and support
- Teacher coaching and professional learning in grades 7-12

Leadership Team Member #3

Employee's Name

Shaikia Bonner

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for overseeing and progress monitoring:

- ELA, math, science and social studies data in grades K-6
- On-going intervention plans and data analysis and reporting for continuous improvement for all core subjects in grades K-6.
- Reading deficiencies monitoring and support
- Student enrichment monitoring and support
- Teacher coaching and professional learning in grades K-6

Leadership Team Member #4

Employee's Name

De'Garryan Andrews

Position Title

Reading Coach

Job Duties and Responsibilities

Responsible for:

- Provide instructional coaching to teachers, based on their needs
- On-going intervention plans and data analysis and reporting for continuous improvement for all ELA courses
- Providing tier 3 intervention in reading
- Progress monitoring data sets and organizing targeted interventions by day and standard

Leadership Team Member #5

Employee's Name

Chandrea Poole

Position Title

Mathematics Coach

Job Duties and Responsibilities

Responsible for:

- Provide instructional coaching to teachers, based on their needs
- On-going intervention plans and data analysis and reporting for continuous improvement for all math courses
- Providing tier 3 intervention in math
- Progress monitoring data sets and organizing targeted interventions by day and standard

Leadership Team Member #6

Employee's Name

Lina Douglas

Position Title

Data Entry

Job Duties and Responsibilities

Responsible for:

- Monitoring student attendance and intervening when students experience excessive absences
- Monitoring student early warning signs, such as course failres and course history

Leadership Team Member #7

Employee's Name

Jordan Sonneville

Position Title

Science Instructor

Job Duties and Responsibilities

Responsible for:

- Helping to analyze science data and developing standard aligned lesson plans to support weak skills identified
- Assist with intervention plans related to science
- Provide tier 3 intervention in science

Leadership Team Member #8

Employee's Name
Chelsea Franklin

Position Title
Academic Officer

Job Duties and Responsibilities

Responsible for delivering professional learning opportunities for the administrative team, leadership team, and teachers, ensuring alignment with high-quality instructional practices.

Leadership Team Member #9

Employee's Name
Roy Howard

Position Title
Dean

Job Duties and Responsibilities

Responsible for supporting and promoting a safe learning environment.

Leadership Team Member #10

Employee's Name
Tamara Preston

Position Title
Early Learning Director

Job Duties and Responsibilities

Oversees enrollment efforts and pre-k early learning programs to retain CACS students on our K-12 pipeline.

Leadership Team Member #11

Employee's Name
Ieisha Galloway

Position Title
Guidance Counselor

Job Duties and Responsibilities

Provide academic advisement for students, conduct schedule audits, develop tracks/plans for

secondary students post-graduation transitions, provide academic improvement plans for individual students, monitor the multi-warning systems student target list. Facilitate schoolwide testing alongside the assistant principals to ensure an effective assessment process is followed.

Leadership Team Member #12

Employee's Name
Qualandria Brookens

Position Title
School Mental Health Counselor

Job Duties and Responsibilities

Provide ESE, 504, MTSS plan support for individual students; support all students to achieve positive social/emotional well being. Promote positive mental health initiatives and campaigns to rally students around being mentally and physically healthy.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. *(ESEA 1114(b)(2))*

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

We involve all of our school stakeholders in the school improvement process by inviting them to our monthly SAC meetings. These SAC meetings are advertised in our schoolwide Remind, on our website and broadcasted on our school marquee. Their informal and formal feedback is implemented in our school improvement plan or process.

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. *(ESEA 1114(b)(3))*

The School Advisory Council meets monthly to create, review, revise, and progress monitor the SIP. Leadership team meetings ensure the modifications and implementation of the plan is executed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
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

Current Year 2024-25

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	1	5	2	5	4	3	8	6	6	40

Current Year 2024-25

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 (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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	
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

Current Year (2024-25)

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					0

Current Year (2024-25)

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

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	32	58	44	32	53	55	33	55
ELA Grade 3 Achievement **	60	45	59	69	47	56			
ELA Learning Gains	56	46	59			52	52		
ELA Learning Gains Lowest 25%	58	49	54			43	43		
Math Achievement *	44	37	59	39	33	55	39		42
Math Learning Gains	51	50	61			46	46		
Math Learning Gains Lowest 25%	54	55	56			42	42		
Science Achievement *	26	21	54	24	20	52	29	33	54
Social Studies Achievement *	48	45	72	45	38	68	73	43	59
Graduation Rate	91	63	71	98	70	74	100	27	50
Middle School Acceleration	57	48	71	43	56	70	39	46	51
College and Career Readiness	95	89	54	95	69	53	90	58	70
ELP Progress	74	57	59	44	50	55	65	59	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	764
Total Components for the FPPI	13
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	57%	56%	51%		68%	70%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	34%	Yes	4	
English Language Learners	50%	No		
Black/African American Students	53%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	58%	No		

	2022-23 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	19%	Yes	3	1
English Language Learners	44%	No		

2022-23 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%
Black/African American Students	57%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	56%	No		

2021-22 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	39%	Yes	2	
English Language Learners	49%	No		
Native American Students				
Asian Students				
Black/African American Students	54%	No		

	2021-22 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%
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	56%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		52%	43%	43%	46%	42%	29%	73%	39%	100%	90%	65%
English Language Learners	52%		57%	57%	44%	54%		22%	50%	36%		89%	65%
Students With Disabilities	36%		45%		36%								
Native American Students													
Asian Students													
Black/African American Students	51%		51%	35%	41%	45%	42%	28%	76%	39%	100%	89%	
Hispanic Students	61%		59%	67%	47%	45%	40%	27%	58%	33%			61%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	51%		50%	44%	40%	46%	48%	29%	74%	38%	100%	90%	61%

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.

			2023-24 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	65%	35%	30%	53%	12%
Ela	3	60%	37%	23%	55%	5%
Ela	4	55%	28%	27%	53%	2%
Ela	5	39%	22%	17%	55%	-16%
Ela	6	45%	27%	18%	54%	-9%
Ela	7	44%	31%	13%	50%	-6%
Ela	8	41%	33%	8%	51%	-10%
Ela	9	61%	33%	28%	53%	8%
Math	3	70%	46%	24%	60%	10%
Math	4	66%	33%	33%	58%	8%
Math	5	32%	28%	4%	56%	-24%
Math	6	57%	28%	29%	56%	1%
Math	7	29%	40%	-11%	47%	-18%
Math	8	13%	40%	-27%	54%	-41%
Science	5	21%	16%	5%	53%	-32%
Civics		52%	46%	6%	67%	-15%
Biology		36%	41%	-5%	67%	-31%
Algebra		24%	26%	-2%	50%	-26%
Geometry		24%	24%	0%	52%	-28%
			2023-24 WINTER			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		24%	27%	-3%	16%	8%

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	19%	-1%	17%	1%

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?

The data component that showed the most improvement was our English Language Proficiency, which grew from 44% to 74% . This area improved based on CACS planning targeted interventions, implementing consistent small group instruction and using blended learning programs that read aloud, to meet students at their individual level. Setting goals with students and provoking them to take ownership of their goals promoted success in this area.

Lowest Performance

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

Science instruction showed the lowest performance. Contributing factors to last year's low performance included a misalignment to the curriculum. Florida standards and the curriculum chosen were not parallel. Additionally, there was a vacancy for half of the year after a 1st-year inexperienced teacher was assigned to this class.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 3rd grade ELA achievement.
This area declined from 69% to 60%. This could be attributed to a substitute teacher being in this area for half of the year paired with an inexperienced teacher when the vacancy was filled.

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.

8th grade math showed the most significant gap compared to the state average. The state average was 54%, while CACS earned 13%, demonstrating a -41% deficit.

EWS Areas of Concern

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

8th grade math last year was an area of concern which correlates to 9th grade math this year in need of intense support. Science across grade levels struggled the previous year; we want to ensure our teachers in math and science have aligned resources, consistent instruction, and hands-on learning opportunities to improve this area.

Highest Priorities

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

Science instruction, Mathematics instruction, CTE instruction, 3rd grade ELA instruction and schoolwide implementation of highly effective standard aligned instruction.

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 Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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

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 21% proficiency, with only 8 of 38 students showing measurable comprehension of grade-level standards. 36% of our students enrolled in Biology earned proficiency. This school year we plan to earn an overall 60% in science achievement as we strive to become an "A" school. We cannot drop below 52% to reach our goal. We plan to progress monitor baseline data to ensure by Christmas, students are at least 40% proficient.

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.

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. 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

Tireisha Galloway

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Curriculum Mapping

Person Monitoring:	**By When/Frequency:**
Tireshia Galloway	4x

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Once a quarter, principal 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
Layered Lesson Planning

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

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 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:
T.Galloway

By When/Frequency:
Each Semester

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 #2

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

Include a description of your Area of Focus, 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 43% to 57%. The goal this school year to improve from 57% to 80%. Students will be able to engage in the learning process while exploring technical careers and earning certification credits.

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 57% 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 70% of students or more earn industry certifications.

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 focused 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
A. Kenon and T. Galloway

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 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:
Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Establish Clear Learning Objectives

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 PBL Curriculum Modules

Person Monitoring:	**By When/Frequency:**
A.Kenon	Monthy

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

Develop PBL Curriculum Modules by ensuring curriculum maps and pacing guides are intentionally used throughout the course progression.

Action Step #3
Provide Teacher Professional Learning

Person Monitoring:	**By When/Frequency:**
A.Kenon	Quarterly

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
Plan Field learning experiences

Person Monitoring:	**By When/Frequency:**
A.Kenon	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities for students to participate in off campus learning experience that align to their industry certification area.

Action Step #5
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 #3

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

Include a description of your Area of Focus, 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 23-24 school year, 44% of students were proficient, a slight increase from the 39% from the prior school year. The goal this year is to increase to at least 50% proficiency, striving for 40% of students showing proficiency by December. The goal is to improve our math learning gains to 56% or higher and math lowest student gains to 65%. This is critical for our students to be equipped for their post-secondary next steps.

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 70% proficiency, grade 4 proficiency 69%, grade 5 proficiency 32%. 6th grade math proficiency was at 55%, 7th grade 34% and 8th grade 13%. Algebra 1 and Geometry proficiency was at 53%. Our goals for this year is to increase to at least 50%. Each grade band would be expected to improve by 6% with 5th and 8th grade math being our top priority for intensive support.

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.

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, C.Poole, T. Galloway, A.Kenon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 STRIDE tutors will work one on one with students during the school day and CACS student tutors 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:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Curriculum Mapping

Person Monitoring:	**By When/Frequency:**
Poole, Galloway, A.Kenon and S.Bonner	4x

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:**
A.Kenon and S. Bonner	Weekly

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, C. Poole and S. Bonner	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.

Area of Focus #4

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

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

3rd grade ELA instruction is focused on ensuring that students are on track early for proficiency. 3rd grade is a critical age for growth and development. We want to ensure our 3rd graders are confident in reading above grade level. Additionally, 3rd grade reading showed a significant decline for us during the 23-24 school year.

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 prior year data demonstrated 69% of our 3rd graders were proficient in reading compared to 60% of students during the 23-24 school year. This year's goal is to improve 3rd-grade reading proficiency to 70% or higher. Students should be able to be on track to meet this goal showing at least 40% mastery by 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.

3rd grade ELA instruction will be monitored every other day by reviewing teacher lesson plans, instruction, student work, and or interventions. This will directly impact student learning outcomes, providing opportunities for growth and change. All feedback will be delivered through Ms. Bonner or Principal Galloway to streamline our practices.

Person responsible for monitoring outcome

Aayana Kenon (7-12), Shaikia Bonner (K-6)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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, STRIDE, reading coach, and administrators. 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.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Curriculum Mapping

Person Monitoring:	**By When/Frequency:**
A.Kenon and S.Bonner	4x

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, court case relevant 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
AP/ ELA Accountability teacher Co-teaching Model

Person Monitoring:	**By When/Frequency:**
A.Kenon and S. Bonner	varies

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 team 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 co-teaching in January after PM2.

Action Step #3
Layered Lesson Planning

Person Monitoring:	**By When/Frequency:**
A.Kenon and S.Bonner	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.

Action Step #4
Student Formative and Summative Assessment Review

Person Monitoring:	**By When/Frequency:**
A.Kenon and S. Bonner	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 Culture and 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.

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.

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 and compliance with schoolwide rules 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
Administrative team and Counselors

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

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 Live School in grades 7th-12th.

Action Step #2
Program Monitoring/Platform Training

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

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 Live School. 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 24-25 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 23-24 school year, it is a critical focus to retain all of our teachers and to remain fully staffed for the 24-25 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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #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.

Area of Focus Description and Rationale:

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
Tireshia Galloway

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 i-Ready, 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-of-Year 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 evidence-based 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:
Tier 1 – Strong Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

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

Person Monitoring:	**By When/Frequency:**
Tireshia Galloway	By September 9, 2024

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(iii)(I))

Ms. Brookens, our mental health counselor, and Ms. I. Galloway, 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. I.Galloway 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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

CACS Staff participates in various professional learning opportunities. This includes but is not limited to Scorpian University, Leader In Me, AVID (school level), 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. (ESEA 1114(b)(7)(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 ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process 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), rationale (i.e., data) and plan 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 50% 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 2024-25 UniSIG funds but has chosen not to apply.	**No**

BUDGET

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus *Follett Higher Education Group*	Instructional Practice - Science	3240/	UNISIG	0.0	3,115.49
Areas of Focus *Florida Consortium of Charter Schools*	Instructional Practice - Science	3240/	UNISIG	0.0	2,300.00
Areas of Focus *Powerschool Group LLC*	Instructional Practice - Science	3240/	UNISIG	0.0	5,250.06
Areas of Focus *Intratech Alliance Corp*	Instructional Practice - Science	3240/	UNISIG	0.0	1,500.00
Areas of Focus *CCS Presentation Systems*	Instructional Practice - Science	3240/	UNISIG	0.0	20,263.00
Areas of Focus *CDW Government*	Instructional Practice - Science	3240/	UNISIG	0.0	7,998.41
Areas of Focus *Cognia*	Instructional Practice - Science	3240/	UNISIG	0.0	1,200.00
Areas of Focus *Digital Learning Infrastructure*	Instructional Practice - Science	3240/	UNISIG	0.0	12,689.18
Areas of Focus *Precision Technology Installation*	Instructional Practice - Science	3240/	UNISIG	0.0	6,750.00
Areas of Focus *DOF Creations*	Instructional Practice - Science	3240/	UNISIG	0.0	6,053.69
Areas of Focus *Hyperfocused Solutions Corp*	Instructional Practice - Science	3240/	UNISIG	0.0	250.00
Areas of Focus *Xerox Corporation*	Instructional Practice - Science	3240/	UNISIG	0.0	3,165.37
Areas of Focus *Powerschool Group LLC*	Instructional Practice - Science	3240/	UNISIG	0.0	4,992.19
Areas of Focus *Pitney Bowes Global Financial Service*	Instructional Practice - Science	3240/	UNISIG	0.0	170.22
Areas of Focus *Classroom Resources and Supplies*	Instructional Practice - ELA	3240/	UNISIG	0.0	24,468.50
Areas of Focus *Xerox Corporation*	Instructional Practice - Science	3240/	UNISIG	0.0	378.28
Areas of Focus *CCS Presentation Systems*	Instructional Practice - Science	3240/	UNISIG	0.0	10,843.00
Areas of Focus	Instructional Practice - ELA	3240/	UNISIG	0.0	3,570.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus *Intervention Tutors High School Students ($25/hr 2x a week) All Contents (21)*	Instructional Practice - Science	3240/	UNISIG	0.0	60,000.00
Areas of Focus *STRIDE Tutors ($25/hr 3x a week) Math, Science, Civics, CTE, 3rd grade ELA During School and After School.*	Instructional Practice - Career and Technical Education	3240/	UNISIG	0.0	20,000.00
Areas of Focus *College tours that promote 2 year, 4 year and technical programs.*	Instructional Practice - Math	3240/	UNISIG	0.0	53,000.00
Areas of Focus *Level up! After school program and Saturday School tutoring.*					
Total	Areas of Focus				247,957.39
Positive Culture and Environment *Book Fair Books; Science Content Novels for Parents to Read to Students at Home (Parent Night)*	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	10,000.00
Positive Culture and Environment *Title 1 Parent and Student Liason*	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	49,700.00
Positive Culture and Environment *Student spirit wear incentive for improving from PM1 to PM2 to PM3*	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	10,000.00
Positive Culture and Environment *Leader in Me Character Building Curriculum (Embedded with Reading strategies)*	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	4,201.00
Total	Positive Culture and Environment				73,901.00
Plan Budget Total					321,858.39