GADSDEN CENTRAL ACADEMY

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan was approved by the Gadsden County School Board on Approved September 24, 2024..

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

We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.

Provide the school's vision statement

To equip students with the necessary tools and skills to compete in a global society through compassion, guidance, support and academics.

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
Catina Simmons-Russ

Position Title
School Administrator

Job Duties and Responsibilities

Supervise the operation and management of all activities and functions at the school. Provide instructional leadership and supervision for student achievement. Manage and administer the development, implementation, and assessment of the instructional program. Manage and administer personnel development through training, in-service and other developmental activities.

Leadership Team Member #2

Employee's Name
Jeanne Gunn

Position Title
Guidance Counselor

Job Duties and Responsibilities

Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework. Implement a developmentally appropriate school counseling curriculum to all students. Collaborate with teachers, families and other staff on early identification and intervention of children's academic and social-emotional needs. Make referrals to appropriate school and community resources. Work collaboratively with school psychologists. social workers, school nurses, ESE staff and other agencies to provide multi-tiered systems of supports to students and families.

Leadership Team Member #3

Employee's Name
Frances Harrell

Position Title
Office Manager

Job Duties and Responsibilities

Assign duties and supervise work of clerical office personnel. Act as personal secretary to the Principal.   Cooperate with students, parents, and peers. Assist the school and District in establishing and maintaining good public relations.

Leadership Team Member #4

Employee's Name
Randall Estelle

Position Title
ESE Teacher

Job Duties and Responsibilities

Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission. Select, develop, modify, and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.

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.

Gadsden Central Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meeting will he held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

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))*

Students will be assessed using classroom assessment data, data from B.E.S.T progress monitoring, and Alternative Assessment data. B.E.S.T progress monitoring will be administered three times per year, during PM1, PM2, and PM3. After PM1 and PM2, student assessment data will be analyzed by the leadership team to determine if school goals are being achieved and/or if adjustments in staffing and instructional practices/strategies are warranted.

Teachers will be afforded the opportunities to participate in various Professional Learning Communities (PLCs) and District in-service activities.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**92.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23: *** **2021-22: UNSATISFACTORY** **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	2	4	2	4	4	17
One or more suspensions				1	2	4	2	3	4	16
Course failure in English Language Arts (ELA)				0	0	4	2	3	3	12
Course failure in Math				0	1	0	0	0	0	1
Level 1 on statewide ELA assessment				1	2	4	2	4	4	17
Level 1 on statewide Math assessment				1	2	4	2	4	4	17
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
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	2	4	2	3	4	16

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				0	0	0	0	0	0	0
Students retained two or more times				0	0	2	0	0	0	2

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	2	5	0		7
One or more suspensions	2	5	0		7
Course failure in English Language Arts (ELA)	0	3	0		3
Course failure in Math	0	1	0		1
Level 1 on statewide ELA assessment	2	5	0		7
Level 1 on statewide Algebra assessment	2	4	0		6

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	2	5	0		7

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	1	2	0		3
Students retained two or more times	1	4	0		5

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 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	0	32	58	16	32	53	8	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains		46	59						
ELA Learning Gains Lowest 25%		49	54						
Math Achievement *	0	37	59	19	33	55	8	39	42
Math Learning Gains		50	61						
Math Learning Gains Lowest 25%		55	56						
Science Achievement *		21	54		20	52		33	54
Social Studies Achievement *		45	72		38	68		43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration		48	71		56	70		46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress		57	59		50	55		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)	CSI
OVERALL FPPI – All Students	0%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	0
Total Components for the FPPI	2
Percent Tested	79%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
0%	18%	8%	6%		6%	12%

* 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	0%	Yes	5	5
Black/African American Students	0%	Yes	2	2
Economically Disadvantaged Students	0%	Yes	2	2

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	25%	Yes	4	4
Black/African American Students	18%	Yes	1	1
Economically Disadvantaged Students	20%	Yes	1	1

		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	10%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students				

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

	GRADE 3 ELA ACH.	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		0%			0%								
Students With Disabilities		0%			0%								
Black/African American Students		0%			0%								
Economically Disadvantaged Students		0%			0%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	GRADE 3 ELA ACH.	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		16%			19%								
Students With Disabilities		25%											
Black/African American Students		18%											
Economically Disadvantaged Students		20%											

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	8%				8%								
Students With Disabilities	10%				10%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students													

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	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

As compared to 2023 data, there was a 16 percent decline in ELA Achievement. Scores dropped from 16% to 0% proficiency in ELA. The math achievement levels dropped from 19% proficiency to 0% proficiency. There were less than ten eligible students with data to calculate learning gains.

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

ELA achievement continues to be the lowest performing content area. Contributing factors include but are not limited to 100% of students with disabilities, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance and interventions for struggling readers.

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

ELA and math achievement remained the same at zero (0) percent. Contributing factors include but are not limited to 100% of students with disabilities, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance and interventions for struggling readers.

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.

Both ELA and math achievement showed the greatest gap when compared to the state average, with 58% and 59% respectively. Contributing factors include but are not limited to lack of high performing, experienced and professionally teachers and inconsistent progress monitoring of student performance and interventions for struggling readers, along with poor student attendance. More than 75% of the students have substantial reading deficiencies and struggle with reading comprehension and literary analysis of grade level text. Students also struggle with basic math concepts.

EWS Areas of Concern

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

Students with substantial reading and math deficiencies and excessive absenteeism.

Highest Priorities

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

1. Decreasing student reading deficiencies.
2. Decreasing student math deficiencies.
3. Reducing chronic absenteeism.
4. Reducing out of school suspensions.

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 Benchmark-aligned instruction

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.

100% of the students with disabilities (SWD) have significant reading deficiencies. When students have significant reading difficulties, it can affect a student's ability to read and understand what they read. Based on the most recent test data, 19% of students were proficient in reading in 2023; however, that number decreased to 0% in 2024.

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.

0% of students scored proficient on the B.E.S.T assessment during the 2023-24 administration of the test. The school's objective will be to Increase ELA Learning Gains by 10% by the end of the 2024-25 school term.

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.

Each student's Individual Educational Plan (I.E.P) will be reviewed and analyzed to determine best practices for educating the child, along with identifying appropriate resources and supports for learning. Bi-monthly PLCs with be conducted to analyze progress monitoring data utilized to inform instruction. This process will afford the teachers an opportunity to remediate and adjust instruction as needed.

Person responsible for monitoring outcome

ESE Coordinator- Kecia Payton

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:

Explicit small group and/or differentiated instruction will occur at least 2 times per week for all grade levels. Students will also be exposed to the online platform IXL for remediation and additional supports.

Rationale:

Small group instruction will provide students an opportunity to engage with grade level text with teacher support and will facilitate increased comprehension. IXL will provide remediation and additional supports for students on a personalized learning path.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

The Strategic Instruction Model (SIM) will be implemented in all classes where students are struggling with reading.

Rationale:

SIM emphasizes teaching routines that allow teachers to organize and present curriculum content in straightforward, easy-to-learn ways and provide students with tools to solve problems independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Elementary students will complete a minimum of 45 minutes per week of I-Ready reading and math.

Rationale:

The program helps teachers efficiently provide targeted instruction to help each student reach their academic potential and monitors how students are progressing in reading and math over time. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Ongoing progress monitoring of student data to include academics, discipline, attendance and communication skills using a Multi-Tiered System of Support (MTSS).

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

Teachers   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be required to submit data to the administration weekly, indicating student progress, along with lesson plans that address student's accommodations and modifications.

Action Step #2
Magnetic Reading

Person Monitoring: **By When/Frequency:**
Catina Simmons-Russ   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The program is designed to support grade 3 – 5 students' comprehension skills and is intended to be used as the comprehension strand within the daily reading block. Magnetic Reading provides students with culturally-relevant and high-interest grade-level texts and includes a digital library of educator resources intended to support whole-class and differentiated instruction, as well as scaffolds and protocols.

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

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.

Students at Gadsden Central Academy have significant learning disabilities as identified in their I.E.Ps due to medical diagnoses, such as ADD, ADHD, ODD, etc. Keeping them engaged in the classroom is often a difficult task for teachers. When students are not engaged, very little learning or attention to details are taking place.

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.

More than 30% of the students were retained one or more years. 3 out of 24 students were retained in 2023-24. The goal this year is to promote 100% of students to the next grade level.

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.

Student progress monitoring data will be reviewed bi-monthly during PLC and the mid-point progress report and at the end of each grading period. This will determine if students are on track to maintain a

passing grade at the end of each grading period.

Person responsible for monitoring outcome
Teachers and Guidance Counselor

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:
Explicit instruction involves more teacher-student interaction, including opportunities for students to practice and receive feedback. Intensive instruction should take place three to five times a week for 20 to 40 minutes.

Rationale:
Students will benefit from more explicit instruction that affords them the opportunity to ask questions, make predictions and connections to the text.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Develop Behavior intervention plans for students based on their I.E.P's and their needs..

Person Monitoring:	**By When/Frequency:**
Catina Simmons-Russ	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop an intervention plan that includes a goal, intervention strategy, timeline, and progress monitoring methods.

Action Step #2
Provide a variety of therapies that address individual student needs based on their I.E.P.

Person Monitoring:	**By When/Frequency:**
Catina Simmons-Russ or Social Worker	By the end of the 2024-25 school term/ As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide Behavior Therapy, Cognitive Behavioral Therapy for anxiety, Music Therapy, Eye Movement Desensitization and Reprocessing (EMDR) Anxiety, Depression, and Trauma/PTSD, Group Interventions, Holistic Approaches and/or Parent Training as appropriate

Action Step #3

Provide student rewards and incentives for student engagement utilizing Positive Behavior Intervention Strategies (PBIS).

Person Monitoring:
Teachers

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using PBIS, teachers will track student progress and effort on a daily basis. Intrinsic and extrinsic rewards; such as verbal praise, certificates, field trips, or other small tokens will be offered, based on their levels of engagement with school tasks and activities. Teachers who tutor students during their assigned planning periods will be compensated for one additional hour.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

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.

Teachers will be afforded the opportunity to work an additional two hours per week, with pay, for collaborative planning. Teachers will work to coordinate student activities, plan lessons and incentives, review student data, update I.E.P.'s and coordinate parent meetings.

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.

There was a 16% decline in ELA Achievement from 16% proficiency to 0% in ELA and a 19% decline from 19% to 0% in Math. The goal is to increase student achievement by involving all stakeholders, including parents in the planning of lessons and activities during after school hours.

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.

Weekly lesson plans will be submitted by close of business each Monday. Lesson plans will be evaluated and assessed each week to ensure that plans are written and lessons are taught based on B.E.S.T. standards.

Person responsible for monitoring outcome

Catina Simmons-Russ

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:
Data-driven decision making and lesson planning.

Rationale:
Data analysis is a key part of data-driven instruction, an educational approach where teachers use student learning data to improve their lesson plans. Teachers will use the data to tailor lessons on student interests and reflect on teaching. Having extra time for planning will help to increase student achievement when teachers are well prepared and lessons are carefully planned.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Extended time of lesson planning.

Person Monitoring:	By When/Frequency:
Catina Simmons-Russ	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be compensated with two hours per week of planning time, after hours, to plan effective lessons utilizing student data. Weekly lesson plans will be reviewed for completion and to ensure alignment with the Florida B.E.S.T. standards.

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.

More than 75% of the students assigned to Gadsden Central experienced significant behavior challenges, largely due to their exceptionalities, and were suspended one or more times. Students

who are suspended from school lose valuable instructional time, which negatively impacts their learning.

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.

More than 75% of the students assigned to Gadsden Central experienced significant behavior challenges, largely due to their exceptionalities, and were suspended one or more times. The school's goal is to reduce the number of out-of-school suspensions by 25% by the end of the school year.

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.

A Positive Behavior Intervention System (PBIS) will be developed and/or implemented to help manage student behaviors. Teachers and Paraprofessionals will work closely with students to identify areas of concerns and praiseworthy acts to correct or reward behaviors appropriately on a daily basis. Weekly behavior data will be analyzed during PLC.

Person responsible for monitoring outcome
Administration, ESE Coordinator, Social Worker

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:
A Positive Behavior Intervention System (PBIS) will be developed and/or implemented to help manage student behaviors. Teachers and Paraprofessionals will work closely with students to identify areas of concern and praiseworthy acts to correct or reward behaviors appropriately daily. Weekly behavior data will be analyzed during PLC.

Rationale:
More than 75% of the students assigned to Gadsden Central experienced significant behavior challenges, largely due to their exceptionalities, and were suspended one or more times.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action Step #1
Boys and Girls Club of the Big Bend

Person Monitoring:
Guidance Counselor and Social Worker

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Boys and Girls Club of the Big Bend will pair volunteer mentors with youth for school-based meetings with the goal of forging special relationships, decreasing drug and alcohol use, increasing self-control and cooperation, improving teacher-student relationships, and improving academic achievement. BBBS agencies partner with schools nationwide to support students.

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.

The plan will be shared with stakeholders at quarterly informational meetings, along with corresponding progress monitoring data. Parents will have an opportunity to ask questions and provide input.

A copy of the plan will remain posted on the school website for review. A copy of the plan will be provided to the stakeholders upon request.

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))

School Flyers
Parent/teacher conferences
Superintendent's Community Meeting Initiative
Focus messaging system along with email, telephone calls, and letters to parents.

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))

Faculty meetings, PLC and collaborative planning time with teachers led by the principal.

Small group teacher led instruction

Utilize the core curriculum with fidelity.

Opportunities for students to earn industry certification.

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))

Collaborative partnership agreement with Gadsden Technical College to provide adult education programs geared focused on industry certification for students.

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))

Counseling and mentoring services are provided based on student needs in collaboration with outside community agencies.

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))

Post secondary readiness planning meetings with the I.E.P team, students and parents to discussion postsecondary goals and 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)).

School will attempt to implement a school-wide PBIS framework.

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)).

Early Release Days are incorporated into the school district's calendar to provide professional development for faculty and staff based on their individual needs assessment.

Teacher and Leadership Academies were conducted through the Office of Professional Learning to build capacity based on needs assessment.

Partnership with the Panhandle Area Education Consortium (PAEC) to provide additional professional development opportunities that teacher's may self-select.

District teacher recruitment/retention bonus program.

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))

Not applicable

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.

Step 1: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2024-2025 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The teachers will utilize the IReady, IXL and Achieve3000 platforms to supplement core curriculum to help increase ELA and math proficiency by the end of the 2024-25 school year.

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	ACTIVITY		FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Student Engagement	*Contracted services to facilitate resiliency in students in order to will facilitate learning and support students who have experienced adverse childhood experiences. (up to 2 contractors x $35/hour x 4 hours/day x 5 days/week x 20 weeks)*	6300/311	UNISIG	0.0	14,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	*Purchases supplemental curricular materials aligned with district-approved curricula and Florida's State Academic Standards (Everglades Math and Science, Read 180, Edgenuity, Varsity Tutors or similar; price contingent on rates for district-wide implementation)*	5100/510	UNISIG	0.0	10,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	*Instructional materials and supplies (copy paper, pens, pencils, composition notebooks, binders, highlighted pencils, chart paper, folders, markers)*	5100/510	UNISIG	0.0	10,000.00
Areas of Focus	Instructional Practice - Student Engagement	*Teacher salary for extra hours to support services provided during planning period. Teacher will serve as additional support for fragile students. (1 teacher x $35/hour x 44 hours)*	5100/120	UNISIG	0.0	1,550.00
Areas of Focus	Instructional Practice - Collaborative Planning	*ELA, Math, Science, and Social Studies teachers will be compensated two days per week (one hour each day), to plan weekly standards-based lessons and interventions at $35/hr beyond the regular school contracted hours. (up to 3 teachers x $35/hour x 90/hour)*	6400/120	UNISIG	0.0	9,450.00
Total	Areas of Focus					45,000.00
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	*Materials and supplies (manipulatives for hands on learning, chart paper, composition notebooks, pens, pencils, educational games, markers, highlighters, construction paper, printer paper, ink cartridges, educational resources that facilitate resiliency, promote civic engagement and support mental health) to improve the teaching and learning environment.*	5100/510	UNISIG	0.0	10,000.00
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	*Contracted services to support students with excessive absences and poor academic performance (up to 5 mentors x $35/hour x 20 hours/week x 10 weeks*	6300/311	UNISIG	0.0	35,000.00
Positive Culture and Environment	Positive Behavior and Intervention	*Contracted services to provide mentors to support students with excessive absences and poor academic performance (up to 5 mentors x $35/hour x 20 hours/week x 10 weeks*	6150/510	UNISIG	0.0	5,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Instructional materials and supplies for parent materials (copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighted pencils, chart paper, folders, markers, manipulatives, educational games, motivational posters) Meetings will be held quarterly to promote parent engagement and facilitate grade promotion and graduation.	Positive Culture and Environment System (PBIS)				
Total					50,000.00
Plan Budget Total					**95,000.00**