GADSDEN COUNTY HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section 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

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students. Our core value and guidelines for success are to "Restore the R.O.A.R- Resilience, Opportunities, Academics, Respect."

Provide the school's vision statement

Gadsden County High School empowers all students to succeed by pursuing early college, armed forces, or technical education opportunities by providing standards-aligned, engaging instruction."

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
Tamika Hughes-Leeks

Position Title
Principal

Job Duties and Responsibilities

 Principal responsible for vision/mission execution alongside the team, accountability lead, instructional leader, ELA/reading department support, participate in small groups, support testing, discipline, master scheduling, ESE, MTSS, and all facets of the school community. Serve as a coach, teacher, counselor and supervisor in any or all areas necessary.

Leadership Team Member #2

Employee's Name
Cleanita Wiggins

Position Title
Assistant Principal

Job Duties and Responsibilities

Administrative supervisor for the following departments: Science, Social Studies, JROTC/PE and Foreign Languages. This administrator manages scheduling, instructional materials, PBIS and MTSS.   Additionally, this administrator is responsible for progress monitoring for Cohort 2023 to ensure that scholars meet the graduation requirements.

Leadership Team Member #3

Employee's Name
Jonathan Wilson

Position Title
Assistant Principal

Job Duties and Responsibilities

Administrative supervisor for the following departments: ELA, ESE, ELL, and CTE. This administrator manages school safety, facilities, athletics, and MTSS.   Additionally, this administrator is responsible for progress monitoring for Cohort 2024 to ensure that scholars meet the graduation requirements.

Leadership Team Member #4

Employee's Name
Angel Arnold

Position Title
ELA Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the ELA/Reading department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #5

Employee's Name
Joseif Pinkston

Position Title
Math Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Mathematics department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #6

Employee's Name
Pierre Lewis

Position Title
Social Sciences Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Social Sciences department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #7

Employee's Name
Deandrea Joseph

Position Title
Science Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Science department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #8

Employee's Name
Brittany Paden

Position Title
ESE Department Lead/Program Specialist

Job Duties and Responsibilities

This ESE Compliance specialist identifies long-range goals and specific objectives to support the implementation of IEPs and individual accommodations and services for students with disabilities. The team leader supports peer PLCs and collaborative training structures.

Leadership Team Member #9

Employee's Name
Alesha Dunlap

Position Title
Electives Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Electives department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #10

Employee's Name
Tomeka LIghtfoot

Position Title
Reading Coach

Job Duties and Responsibilities

This instructional coach Identifies long-range goals and specific objectives to support the implementation of literacy standards benchmarks across all content areas. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #11

Employee's Name
Ja'Lia Randolph

Position Title
School Counselor/Department Chair

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the

Guidance department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #12

Employee's Name
Erin Shields

Position Title
Teacher on Assignment (Testing and Title I Coordinator)

Job Duties and Responsibilities

 Skills in written and oral communication, planning, and organization. Knowledge of current educational trends, methods, research, and technology. In-depth knowledge of assigned curriculum, program, or service area. Ability to collect, analyze and interpret data. Ability to work collaboratively with others.

Leadership Team Member #13

Employee's Name
Dr. Myeshia Carroll

Position Title
Nursing Program Coordinator and Clinic Director

Job Duties and Responsibilities

Partnered program facilitation providing advanced healthcare services for students and the Gadsden County Schools community.

Leadership Team Member #14

Employee's Name
Delores Quintero

Position Title
Office Manager

Job Duties and Responsibilities

Broad knowledge of business machines. Computer proficiency. Good oral and written communication skills. Problem-solving skills. Quick learner. Confidentiality. Bookkeeping skills. Cooperation / teamwork. Organizational skills.

Leadership Team Member #15

Employee's Name
Alesia Grimsley

Position Title
CTE Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the CTE department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #16

Employee's Name
Christopher Rodier

Position Title
World Languages Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the World Languages department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates 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.

The development of the School Improvement Plan (SIP) at Gadsden County High School involved a comprehensive process to engage diverse stakeholders, ensuring the plan reflected the needs and priorities of the entire school community, as outlined by ESEA 1114(b)(2). The process began with forming a representative stakeholder committee, which included members of the school leadership team, teachers, school staff, parents, students, families, and local community partners. This committee provided a platform for open dialogue through structured meetings, focus groups, and community forums where stakeholders could share insights and feedback on key issues, such as academic performance, school climate, and resource allocation. Data collection methods, including surveys and questionnaires, were used to capture input from a broader audience, ensuring that all voices, especially those of parents and students, were heard.

Once the initial data was gathered, the school leadership team collaborated with stakeholders to analyze the information and identify priorities. These priorities guided the development of SIP goals and action plans. Drafts of the SIP were shared with stakeholders for review and refinement, allowing for a feedback loop that ensured the plan was both practical and aligned with community needs. Consensus was built through iterative discussions, culminating in final approval by the School Advisory Council. Throughout this process, stakeholders' input was not only valued but actively integrated, ensuring that the resulting SIP addressed the real challenges faced by the school. This collaborative approach fostered a sense of ownership and commitment among all parties involved, laying a strong foundation for successful implementation and continuous improvement.

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 Improvement Plan (SIP) at Gadsden County High School will be regularly monitored to ensure its effective implementation and positive impact on student achievement, especially for those

with the greatest achievement gaps, as required by ESEA 1114(b)(3). This process will involve ongoing data collection and analysis to track progress toward the SIP's goals. Key performance indicators, such as standardized test scores, attendance rates, and behavior reports, will be reviewed periodically by the school leadership team. Teachers and staff will conduct regular formative assessments to measure student progress, particularly focusing on those historically underserved or facing significant achievement gaps. Progress reports will be shared with stakeholders—parents, teachers, students, and community members—through scheduled meetings and progress updates, ensuring transparency and continuous engagement.

Stakeholder feedback plays a critical role in this monitoring process. The school will host quarterly review meetings, where representatives from the leadership team, parents, students, and community leaders can discuss progress and provide input on necessary adjustments. Feedback from these sessions will help identify areas that may require modifications to strategies or resources. Additionally, ongoing focus groups will be conducted to gather qualitative insights from the broader school community. Based on this collective feedback and performance data, the SIP will be revised as needed to address emerging challenges and ensure it remains responsive to the students' needs. This dynamic, iterative approach ensures that the SIP remains a living document, fostering continuous improvement and helping all students, especially those facing the greatest obstacles, meet state academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**96.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
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)** **NATIVE AMERICAN STUDENTS (AMI)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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 *	31	32	55	27	28	50	27	28	51
ELA Grade 3 Achievement **									
ELA Learning Gains	43	42	57	40		40	40	40	38
ELA Learning Gains Lowest 25%	43	42	55	38		38	38		
Math Achievement *	21	21	45	11	11	38	20	37	40
Math Learning Gains	35	35	47			29	29		48
Math Learning Gains Lowest 25%	52	51	49			43	43	21	61
Science Achievement *	51	59	68	61	61	64	26	29	44
Social Studies Achievement *	84	95	71	84	86	66	76	29	67
Graduation Rate	76	76	90	78	78	89	83		61
Middle School Acceleration							43	89	44
College and Career Readiness	52	52	67	49	49	65	50		67
ELP Progress	32	32	49	44	28	45	41		

*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	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	520
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	76%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	48%	43%	32%		40%	42%

* 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	35%	Yes	1	
English Language Learners	44%	No		
Native American Students	33%	Yes	1	
Black/African American Students	49%	No		
Hispanic Students	44%	No		
White Students	41%	No		
Economically Disadvantaged Students	49%	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	44%	No		
English Language Learners	44%	No		
Black/African American Students	50%	No		
Hispanic Students	44%	No		
White Students	34%	Yes	1	
Economically Disadvantaged Students	53%	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	41%	No		
English Language Learners	32%	Yes	3	

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%
Native American Students				
Asian Students				
Black/African American Students	43%	No		
Hispanic Students	44%	No		
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	47%	No		
Economically Disadvantaged Students	42%	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	31%	43%	43%	43%	21%	35%	52%	51%	84%		76%	52%	32%
Students With Disabilities	14%		38%	37%	11%	31%	43%				77%	28%	
English Language Learners	31%		37%	35%	17%	22%			92%		62%	67%	32%
Native American Students	33%		31%		36%								
Black/African American Students	29%		43%	42%	22%	39%	54%	49%	79%		80%	49%	
Hispanic Students	36%		39%	38%	16%	24%	33%		94%		68%	60%	29%
White Students	50%		59%		13%								
Economically Disadvantaged Students	30%		42%	44%	20%	36%	52%	50%	83%		79%	53%	

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	27%				11%			61%	84%		78%	49%	44%
Students With Disabilities	19%				19%			64%	67%		77%	20%	
English Language Learners	31%				10%			83%			52%	62%	28%
Black/African American Students	25%				10%			55%	81%		82%	49%	
Hispanic Students	34%				12%			69%			73%	53%	25%
White Students	32%				36%								
Economically Disadvantaged Students	28%				12%			61%	83%		82%	49%	

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	27%		40%	38%	20%	29%	43%	26%	76%		83%	50%	41%
Students With Disabilities	24%		32%	29%	21%	36%	43%	38%	64%		85%	36%	
English Language Learners	25%		45%	44%	20%	22%		20%			36%		41%
Native American Students													
Asian Students													
Black/African American Students	25%		39%	38%	19%	30%	42%	24%	75%		88%	48%	
Hispanic Students	29%		41%	33%	22%	30%	47%	25%	86%		72%	57%	39%
Multiracial Students	45%												
Pacific Islander Students													
White Students	67%		27%										
Economically Disadvantaged Students	28%		39%	37%	20%	28%	41%	26%	75%		84%	52%	27%

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.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	32%	35%	-3%	53%	-21%
Ela	9	30%	33%	-3%	53%	-23%
Biology		51%	41%	10%	67%	-16%
Algebra		18%	26%	-8%	50%	-32%
Geometry		24%	24%	0%	52%	-28%
History		92%	83%	9%	67%	25%
2023-24 WINTER						
Algebra		28%	27%	1%	16%	12%
Geometry		8%	7%	1%	21%	-13%
Biology		*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.				
2023-24 FALL						
Biology		12%	10%	2%	27%	-15%
Algebra		19%	19%	0%	17%	2%
Geometry		18%	17%	1%	16%	2%
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?

While the improvement may be viewed as marginal, GCHS increase ELA proficiency from 27% to 31% for a 4% increase across all assessed learners.

Lowest Performance

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

Algebra I proficiency remains the most critical area. While no loss was presented, our gain on the Algebra I assessment moved GCHS to 21% up 10% from last year.   1. We will pair our new teachers with mentors in the school community and provide real-time support to ensure they have all the support needed to help our scholars excel academically. 2. Contributing to last year's low performance is a lack of rigorous instruction, a lack of differentiated support, and a lack of learning tasks aligned with curriculum standards. The administrative team will develop a regular walkthrough schedule to monitor task and curriculum standard alignment, conduct PLCs based on walkthrough data to improve student data outcomes and monitor for effective use of research-based teaching and learning strategies to improve scholar outcomes school-wide.

Greatest Decline

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

Biology showed the largest decline from the previous school year dropping 10% to 51% on the Biology assessment. One factor that contributed to this decline was lack of teacher consistency in some classrooms, which increases the number of days with substitutes in Biology classrooms. The Math department collaborated to help provide instructional materials and lesson to support instruction in those impacted classes, however, student-centered learning and engagement suffered as a result

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.

Algebra 1 had the largest gap when compared to state proficiency averages. (22% of students at our school demonstrated proficiency on the Algebra 1 EOC compared to the state average of 50%) A major factor that contributed to this large gap was teacher turnovers and illnesses that resulted numerous days without a certified teacher in those impacted classrooms. Despite efforts to share resources and develop lessons that would support student learning in the absence of the teacher of record, standards-based instruction was negatively impacted with the decline of student-centered learning and engagement levels.

EWS Areas of Concern

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

One area of concern includes the number of students that were absent 10% or more of the school year. nearly 300 students were absent at least 10% of the school days for the 2023-2024 school year, with the concern distributing across all four grade levels.

Highest Priorities

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

1. Standards-based instruction with appropriate levels of rigor in all classrooms. 2. Increasing student engagement in all content areas 3. Using formative assessment and timely feedback to empower students. 4. Using writing to promote learning in all content areas. 5. Promoting Effective Communication to Enhance Learning.

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 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.

There is a direct correlation between math proficiency and college and career readiness. GCHS will focus on the implementation of math skills at all levels of college and career readiness in order to increase articulation with its middle school. Students will build learning stamina and a greater appreciation for mathematics by administration supporting teacher capacity through continuous professional development, relating skills and standards making real world connections, promoting learning environments that support standard aligned instruction and create non-accountability progress monitoring tools.

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.

At the end of the 2023-24 school year Mathematics showed the lowest performance rate for the 2023-2024 school year. In Algebra I, our proficiency rate indicated that 21% of assessed students scored at Level 3 or above. Students and staff will increase attendance by 8-10% analyzed by quarters, along with, Algebra 1 scores will improve by 15%. Students and staff will conduct data chats and plan for remediation in mathematical areas under 50% pass rates, and build learning environments that provide evidence of aligning resources to FAST and BEST resources.

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.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to FAST PM1 and PM2 testing data.

Person responsible for monitoring outcome
Tamika Hughes-Leeks, Principal

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:
Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:
Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

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

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

Description of Intervention #2:
Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:
Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Monitor trend analysis of course-specific units.

Person Monitoring:	**By When/Frequency:**
Joseif Pinkston	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #2
Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:	**By When/Frequency:**
Joseif Pinkston	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #3
Increased focus on literacy-rich instruction across content.

Person Monitoring:	**By When/Frequency:**
Tamika Hughes-Leeks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Area of Focus #2

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

Instructional Practice specifically relating to ELA, Social Studies

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 current proficiency as evidenced by the 2023-24 FAST PM3 assessment . We expect academic lev   Student achievement and mastery will increase due to greater student capacity in writing, reading comprehension, vocabulary acquisition and consistent use of collaborative structures during instruction.

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.

- The percentage of 10th grade students achieving ELA proficiency from 31% to 50% as measured on the BEST ELA Assessment.

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.

Monitoring will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to PM1 and PM2 testing data.

Person responsible for monitoring outcome
Jonathan Wilson(ELA) and Cleanita Wiggins(Social Studies)

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:
Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:
Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

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

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

Description of Intervention #2:
Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:
Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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

Students Using Anchor Charts

Person Monitoring:
Angel Arnold

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Anchor charts are scaffolds posted around the classroom that hold the content necessary for students to engage in higher order thinking in support of the benchmark they are practicing.

Action Step #2
Monitor trend analysis of content-specific units.

Person Monitoring:
Tomeka Lightfoot

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #3
Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:
Jonathan Wilson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #4
Increased focus on literacy-rich instruction across content.

Person Monitoring:
Angel Arnold

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Action Step #5
Expose students to BEST texts aligned to benchmarks.

Person Monitoring:
Tomeka Lightfoot

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will explore the application of skills aligned to BEST standards through access to text listed in the BEST benchmarks on the state assessment.

Area of Focus #3

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.

Students will increase academic growth by access to hands-on application through experimentation and by administration supporting teacher capacity through continuous professional development, relating skills and standards making real world connections, promoting learning environments that support standard aligned instruction and create accountability progress monitoring tools.

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.

- The percentage of students achieving proficiency will increase from 51% to 65 % as measured on the Biology EOC Assessment.

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.

Monitoring will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to FAST PM1 and PM2 testing data.

Person responsible for monitoring outcome
Cleanita Wiggins

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:

Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by

course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:
Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

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

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

Description of Intervention #2:
Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:
Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Hands-on application of scientific labs and related activities.

Person Monitoring:	**By When/Frequency:**
Deandrea Joseph	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will have the opportunity to interact with biological science based laboratory exercises to reinforce the theoretical knowledge provided through consistent instructional practice.

Action Step #2
Monitor trend analysis of course-specific units.

Person Monitoring:	**By When/Frequency:**
Cleanita Wiggins	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #3
Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:
Deandrea Joseph

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #4
Increased focus on literacy-rich instruction across content.

Person Monitoring:
Deandrea Joseph

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Area of Focus #4

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

ESSA Subgroups specifically relating to Native American Students (AMI), Black/ African American Students (BLK), Hispanic Students (HSP)

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 current level of performance is 34%, as evidenced by the 2023-2024 FAST ELA grades 9 and 10 proficiency of black students. We expect our performance level to be 53% by the end of the 2024-2025 school year. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FAST ELA assessment.

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.

- The percentage of black students scoring as proficient will increase from 30% and 22% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.
- The percentage of ELL students scoring as proficient will increase from 37% and 17% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.
- The percentage of Native American students scoring as proficient will increase from 33% and 16% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.

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.

Monitoring will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to BEST PM1 and PM2 testing data.

Person responsible for monitoring outcome

Jonathan WIlson

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:

If teachers create engaging lessons utilizing culturally relevant teaching practiced that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency by 10% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and guidance from our ELA team.

Rationale:

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Identification and integration of academic and behavioral interventions for Black students meeting two or more Early Warning System categories.

Person Monitoring:	**By When/Frequency:**
Joseph Spells	Weekly

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

Provide extension services inclusive of tutoring and test preparation through the Extended Learning

Program. Intensive mentoring support through one of our partnership initiatives: ABELLA, Girlfriends, 5000 Role Models, PMAC Ambassadors, and FAMU?FSU TRIO programming. Integration of PBIS reward systems targeting attendance and minor infractions.

Action Step #2
Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:	By When/Frequency:
Tomeka Lightfoot	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 current level of performance is 39 percent achievement, as evidenced in the ESSA Federal Index (2023). The gap is occurring due to the need for increased differentiation and support within the core classrooms. If an increased model of support within Math classes and Reading classes specifically would occur, including progress monitoring for specialized instruction, the performance would increase by at least 10 percent.

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.

- The percentage of SWD students scoring as proficient will increase from 14% and 11% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.

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.

Administration and our ESE team will be assigned specific students to monitor their school attendance, school disciplinary concerns, and academic performance.

Person responsible for monitoring outcome
Brittany Paden

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:
Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content. ESE teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Rationale:

Rationale:
The criteria used to make this determination is our ESSA Federal Index and input from our ESE department. This strategy is necessary to help teachers maximize their instructional impact on Students with Disabilities.

Tier of Evidence-based Intervention:

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
Use of Equitable Communication

Person Monitoring:	**By When/Frequency:**
Brittany Paden	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.

Action Step #2
Data-review and Intervention Implementation

Person Monitoring:	**By When/Frequency:**
Joseph Spells	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review school-based disaggregated data and thoughtfully plan for remediation and enrichment interventions. Implement academic monitoring meetings with families of students who meet two or more Early Warning signs to identify areas that need active interventions.

Action Step #3
Use of Graphic Organizing System

Person Monitoring:
Q'vanda Curry

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be introduced to a variety of note-taking, graphic organizers to increase collection, review and retention of critical information.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation

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 2023/24 Graduation rate was 76%. Instructional practices specifically relating to standards aligned instruction will focus on supporting teacher with research-based practices that will follow state adopted standards within the specific content area.

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.

The percentage of 12th grade students achieving on-time gradation will increase from 96% to 99%, as measured by the FLDOE 2024-2025 final graduation rate.

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.

Monitoring will be targeted to the needs of each senior. Our team will focus on credit needs and testing needs to meet graduation requirements. Students needing intensive support will receive help through our graduation enhancement program (one to one support from teachers of various core content).

Person responsible for monitoring outcome

JaLia Randolph

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:
Off-track students who lack the literacy and math skills needed to meet state testing requirements will be scheduled into a specifically designed class that will provide them with small group instruction and personalized practice using the Savvas io platform for ACT/SAT/CLT test prep. This will be in addition to the Intensive Reading and traditional math classes

Rationale:
SAVVAS informs us that students who do not meet predictive passage to earn a concordant score on the ACT and/or SAT assessments. At this time, we do not have data correlating to success on the CLT, but results are showing a high rate of students earning concordant scores on the CLT assessment.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Cohort Monitoring and Remediation

Person Monitoring:	**By When/Frequency:**
Joseph Spells	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensuring students assigned to correct courses to meet graduation requirements. Ensuring all seniors needing assessments to graduate have multiple opportunities and tutoring supports to meet testing requirements. Research coursework and Extended Learning provides one to one support to help students meeting required credits. Clear communication with families about the needs of their student in order to graduate high school.

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.

Consistently implemented school-wide processes help students understand the importance positive behavior has on learning. All staff members desire to build positive and supportive relationships with scholars but need opportunities to better understand the impact of scholars' cultural reference on the

learning environment. According to discipline data, our scholars received 615 referrals this school year. 203 out of 354 scholars received discipline referrals.

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.

Reduce the number of referrals from 615 to 553 (decrease by 10%) as evidenced by school discipline data.

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 SBLT and PBIS committees will monitor and review discipline data on a monthly basis to identify trends, develop strategies and monitor PBIS schoolwide implementation in order to improve discipline outcomes within the school community.

Person responsible for monitoring outcome
Jonathan Wilson

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:
If we continue to utilize and highlight the importance of PBIS, the problem of engagement and discipline would be reduced by establishing and maintaining positive relationships and high expectations with all students. If positive behavioral expectations for students are clearly defined, communicated, agreed on, implemented by staff, explicitly taught to students, and celebrated when met, the problem would be reduced by students better understanding behavioral expectations.

Rationale:
By implementing the core components of PBIS & Restorative Practices, using techniques such as circles and community activities, we will build relationships and community, increase students' sense of belonging, fairness, support, and positive interactions with teachers and peers.

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

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

Action Steps to Implement:

Action Step #1
Train staff on the PBIS Schoolwide Guidelines for Success

Person Monitoring:
Pierre Lewis

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
GCHS will develop and fortify a nurturing school culture and environment by addressing the following: 1. Using Tier 1 PBIS Behavior Expectations (Restore the R.O.A.R) which are culturally relevant and evident in each classroom and common area throughout the school. 2. Explain PBIS Guidelines for Success (Restore the R.O.A.R.) with all staff during in-service trainings and revisiting during scheduled site-based trainings.

Action Step #2
Train Students on PBIS

Person Monitoring:
Tamika Hughes-Leeks

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Explicitly teaching Tier 1 PBIS Behavior Expectations (Restore the R.O.A.R), during Quarter 1 through mini lessons delivered by administration each period of the day, at quarterly assemblies managed periodically throughout the school year via CANVA.

Action Step #3
Implementation of the Schoolwide PBIS plan.

Person Monitoring:
Pierre Lewis

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
5. Utilizing a weekly student rewards system to recognize students who follow PBIS Behavior Expectations (Restoring the R.O.A.R.). Routinely recognizing teachers/staff for use of district Core Values and for demonstrating the PBIS Behavior Expectation. Continued use of Minor Infraction/ Behavior Support forms to provide opportunities for misbehaviors to be addressed through classroom interventions and progressive discipline. Implementing a PBIS Committee with a representation of various stakeholders, to improve outcomes regarding behavior, social, emotional, and academic growth.

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 school's webpage where the SIP is available is located at gchs.gadsdenschools.org/abouttheschool.

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))

The school's webpage where the PFEP is available is located at gchs.gadsdenschools.org/TitleI. We work to build support with all stakeholders through a variety of events we host on our campus from SAC, PTO, Academy Nights, College and Career Nights, Athletics, and Band, Open House, Freshmen Orientation, School Tours and Shadowing and more. Our goal is to have support from each and every family

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))

 Our school is fully staffed with a student services team of people to assist students with any need that should arise. We have a VE Specialist, two deans, a social worker, a school psychologist, three counselors, and three assistant principals. These individuals provide support in all areas listed above

to support our students and their success.

Our plan to strengthen our academic program is to incorporate more enriching and accelerated opportunities for each student at every grade level. This is indicative of access to a variety of tracks for college and career readiness inclusive of Honors, Pre-AP, AP, DE, AICE, or Industry Certification courses over the span of four years.

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))

A multitude of stakeholders assisted in the development of our plan. Student and staff feedback, parent survey data, SAC and community input was gathered to generate and refine our plan.

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))

Our school is fully staffed with a student services team of people to assist students with any need that should arise. We have a VE Specialist, two deans, a social worker, a school psychologist, three counselors, and three assistant principals. These individuals provide support in all areas listed above to support our students and their success.

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))

Our school supports postsecondary education and opportunities for all students through our program offerings in Agribusiness, AVID, Business Systems and Entrepreneurship, Culinary Arts, JROTC, Nursing and Dual Enrollment 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)).

Our school wide MTSS process focuses on four core values: Resilience, Opportunity, Academics and Respect. We monitor and collect data on these four areas throughout the school year and reward students for their positive attendance, positive behaviors, and great achievement. Our proactive approach to using positive support systems has mitigated the amount of concerning behaviors on our campus; thus, allowing our student services team to provide more intensive supports to students who are identified through data analysis and Early Warning Systems.

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)).

Our school is developing a tiered system of professional development that incorporates staff members collaborating in professional learning communities to review student achievement and plan on interventions and adjustments to instruction. "An Apple a Day" where staff members visit other teachers' classrooms to observe high impact teaching strategies. 30/30 learning sessions to learn new instructional, social-emotional, and collaborative strategies in an experiential environment to help our students succeed.

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))

N/A

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.

- **Identify Student Needs:**
  - Assess the unique needs of students with disabilities using individualized education plans (IEPs), 504 plans, and other relevant documentation.
  - Consider social-emotional, cultural, and linguistic factors alongside academic and disability-related needs.
- **Evaluate Current Resources:**
  - Review current academic interventions, support services, staffing levels, assistive technologies, and funding allocation.
- **Establish Feedback Loops:**
  - Regularly gather input from stakeholders to refine approaches.
- **Update Plans Annually:**
  - Adjust strategies based on evolving student needs and resource effectiveness.

Specifics to Address the Need

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

Resources

Reading and math intervention programs tailored to students with disabilities. and ELLs.

Disaggregated student data (School assessments, State assessments, EWS data, teacher observations, etc) shows students with disabilities underperform in literacy and math compared to peers.

PAEC School Culture and Climate Resources and Supports

School Social Worker

Rationale

Classroom observations highlight the need for adjustments to the instructional model with additional behavioral support to maximize teacher effectiveness.

Attendance and disciplinary data indicate higher rates of absenteeism and behavioral incidents

Plan

Phase 1: Needs Assessment | Review data on student outcomes, attendance, and feedback from families and staff.   Aug 2024 - Oct 2024

Phase 2: Planning | Identify priority resources and partnerships. Develop implementation plans with measurable goals.   Oct 2024

Phase 3: Implementation | Roll out interventions, training, and new resources. Begin monitoring initial

outcomes. | Oct 2024 - May 2025

Phase 4: Evaluation | Assess resource effectiveness using academic, behavioral, and survey data. Refine strategies as needed. Ongoing throughout the 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
Plan Budget Total					0.00