

Gadsden County Schools

GADSDEN CENTRAL ACADEMY



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Catina Simmons-Russ

simmons-russc@gcpsmail.com

Position Title

Principal

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

gunnj@gcpsmail.com

Position Title

School 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

harrellf@gcpsmail.com

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Randall Estelle

esteller@gcpsmail.com

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.

2. Stakeholder Involvement

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

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

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 be 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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3)),

ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS

(PER MSID FILE)

ACTIVE**SCHOOL TYPE AND GRADES SERVED**

(PER MSID FILE)

COMBINATION**KG-12****PRIMARY SERVICE TYPE**

(PER MSID FILE)

SPECIAL EDUCATION**2024-25 TITLE I SCHOOL STATUS****YES****2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE****CHARTER SCHOOL****NO****RAISE SCHOOL****NO****2024-25 ESSA IDENTIFICATION**

*UPDATED AS OF 1

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)**2024-25 ESSA SUBGROUPS REPRESENTED**

(SUBGROUPS WITH 10 OR MORE STUDENTS)

(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)

SCHOOL GRADES HISTORY**2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.***2024-25:****2023-24:****2022-23:****2021-22: UNSATISFACTORY****2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment					1	2	3	1	2	9
Absent 10% or more school days					1	2	3	1	2	9
One or more suspensions					0	1	2	1	2	6
Course failure in English Language Arts (ELA)					0	0	0	0	0	0
Course failure in Math					0	0	1	0	0	1
Level 1 on statewide ELA assessment					1	2	2	1	2	8
Level 1 on statewide Math assessment					1	2	3	1	2	9
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	0	1	0	1	2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					0	0	0	0	0	0

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days				1	2	4	2	4	4	17
One or more suspensions				1	2	4	2	3	4	16
Course failure in English Language Arts (ELA)						4	2	3	3	12
Course failure in Math					1					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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	2	4	2	3	4	16

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

The number of students retained:

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

2. Grades 9-12 (optional)**Current Year (2025-26)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	7	2	1	1	11
Absent 10% or more school days	7	2	1	1	11
One or more suspensions	6	2	1	1	10
Course failure in English Language Arts (ELA)	3	1	0	0	4
Course failure in Math	1	0	0	0	1
Level 1 on statewide ELA assessment	6	1	1	1	9
Level 1 on statewide Algebra assessment	4	2	1	1	8

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	6	2	1	1	10

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	40	61	0	32	58	16	32	53	
Grade 3 ELA Achievement	47	62		45	59		47	56	
ELA Learning Gains	54	61		46	59				
ELA Lowest 25th Percentile	60	55		49	54				
Math Achievement*	42	62	0	37	59	19	33	55	
Math Learning Gains	54	60		50	61				
Math Lowest 25th Percentile	56	53		55	56				
Science Achievement	33	57		21	54		20	52	
Social Studies Achievement*	55	74		45	72		38	68	
Graduation Rate	86	72		63	71		70	74	
Middle School Acceleration	60	75		48	71		56	70	
College and Career Acceleration	62	56		89	54		69	53	
Progress of ELLs in Achieving English Language Proficiency (ELP)	43	61		57	59		50	55	

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

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

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

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

2024-25 ESSA FPPI

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

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
	0%	18%	8%	6%		6%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
No ESSA data found for this school and year				

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.

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

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

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

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

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	* 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	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	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	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.				
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.				

2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

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?

No Answer Entered

Lowest Performance

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

No Answer Entered

Greatest Decline

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

No Answer Entered

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.

No Answer Entered

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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

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.

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, 0% of students were proficient in reading in 2024 and there was no growth in this area.

Measurable Outcome

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

0% of students scored proficient on the B.E.S.T assessment during the 2024-25 administration of the test. The school's objective will be to Increase ELA Learning Gains by 10% by the end of the 2026-26 school term.

Monitoring

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

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 will 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

Teachers

By When/Frequency:

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:

Catina Simmons-Russ

By When/Frequency:

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

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.

Students at Gadsden Central Academy have significant learning disabilities as identified in their I.E.P.s 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

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.

20% of the students were retained one or more years. The goal this year is to promote 100% of students to the next grade level.

Monitoring

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

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 School Counselor

Evidence-based Intervention:

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

Description of Intervention #1:

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:

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

Action Step #1

Develop Behavior Intervention plans for students based on their I.E.Ps and their needs.

Person Monitoring:
Catina Simmons-Russ

By When/Frequency:
September 2025

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 #2

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

Person Monitoring:
Teachers and Social Worker

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

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.

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

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 decline in ELA Achievement and a decline 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

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

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:

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

Description of Intervention #1:

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 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Extended time for lesson planning.

Person Monitoring:

Catina Simmons-Russ

By When/Frequency:

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 Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

More than 80% 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.

75% (15 out of 20) 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.

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

Principal, ESE Coordinator, Social Worker

Evidence-based Intervention:

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

Description of Intervention #1:

A Positive Behavior Intervention System (PBIS) will be purchased, 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:

Student have a strong desire to join their cohorts at their home schools. When guided with strategies and goals, student will work to achieve their individual goals.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Boys and Girls Club of the Big Bend

Person Monitoring:

School 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.

Action Step #2

Partner with Impact Youth Services, Inc. to provide integrated mental health practices addressing childhood trauma.

Person Monitoring:

Principal and Social Worker

By When/Frequency:

Monthly

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

Impact Youth Services will offer linkage to mental health services, afterschool wellness support, peer-to-peer mentorship, summer enrichment, family care coordination and advocacy

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Collaborative partnership agreement with Gadsden Technical College to provide adult education programs focused on industry certification for qualified 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 2025-2026 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Collaborative Planning	6400/120	UNISIG	0.0	16,800.00
<i>Teachers of ELA, Math, Science, and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours. (up to 3 teachers x \$40/hour x up to 80 hours and 3 Paraprofessionals x \$30/hour x up to 80 hours). Pre and Post Supplemental and Intervention Planning.</i>					
School Areas of Focus	Instructional Practice - Collaborative Planning	6400/120	UNISIG	0.0	9,450.00
<i>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)</i>					
Total	School Areas of Focus				26,250.00
Positive Learning Environment	Positive Behavior and Intervention System (PBIS)	6300/311	UNISIG	0.0	35,000.00
<i>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</i>					
Positive Learning Environment	Positive Behavior and Intervention System (PBIS)	6150/510	UNISIG	0.0	1,750.00
<i>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.</i>					
Total	Positive Learning Environment				36,750.00
Plan Budget Total					63,000.00