

Gadsden County Schools

# CARTER PARRAMORE ACADEMY



## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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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

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

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Catina Simmons-Russ

#### Position Title

School Administrator

#### Job Duties and Responsibilities

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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 programs. Manage and administer personnel development through training, in-service and other developmental activities.

### Leadership Team Member #2

#### Employee's Name

Jeanne Gunn

#### Position Title

Guidance Counselor

**Job Duties and Responsibilities**

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

**Leadership Team Member #3****Employee's Name**

Frances Harrell

**Position Title**

Office Manager

**Job Duties and Responsibilities**

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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**

Judith Mandela

**Position Title**

Teacher

**Job Duties and Responsibilities**

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

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Carter-Parramore 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 meetings 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.

### 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))

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

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

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION</b> <b>4-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>94.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2023-24:</b> <b>2022-23: *</b> <b>2021-22: MAINTAINING</b> <b>2020-21:</b> <b>2019-20:</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							4	6	17	27
One or more suspensions							3	4	18	25
Course failure in English Language Arts (ELA)							1	1	2	4
Course failure in Math							1	0	1	2
Level 1 on statewide ELA assessment							2	5	11	18
Level 1 on statewide Math assessment							2	4	10	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							3	6	17	26

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	1	1	3
Students retained two or more times							2	2	7	11

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

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

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	17	9	14	7	47
One or more suspensions	14	9	11	4	38
Course failure in English Language Arts (ELA)	2	1	3	0	6
Course failure in Math	0	1	1	2	4
Level 1 on statewide ELA assessment	11	5	4	3	23
Level 1 on statewide Algebra assessment	6	7	7	4	24

### 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	15	9	13	7	44

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	0	0	1	2
Students retained two or more times	2	2	3	4	11

## **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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	4	32	58	0	32	53	6	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	26	46	59				33		
ELA Learning Gains Lowest 25%		49	54						
Math Achievement *	16	37	59	7	33	55	0	39	42
Math Learning Gains	36	50	61				16		
Math Learning Gains Lowest 25%		55	56						
Science Achievement *	6	21	54		20	52	4	33	54
Social Studies Achievement *	0	45	72		38	68	7	43	59
Graduation Rate	12	63	71	49	70	74	57	27	50
Middle School Acceleration		48	71		56	70		46	51
College and Career Readiness		89	54	6	69	53	6	58	70
ELP Progress		57	59		50	55		59	70

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	14%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	100
Total Components for the FPPI	7
Percent Tested	79%
Graduation Rate	12%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
14%	16%	16%	9%		17%	14%

\* 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%
Black/African American Students	15%	Yes	5	5
Economically Disadvantaged Students	15%	Yes	5	5

### 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	16%	Yes	4	4
Economically Disadvantaged Students	16%	Yes	4	4

## 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				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	18%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	18%	Yes	3	3



### 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	4%		26%		16%	36%		6%	0%		12%		
Black/African American Students	5%		28%		19%	38%		0%	0%		12%		
Economically Disadvantaged Students	4%		26%		17%	36%		6%	0%		13%		

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	0%				7%						49%	6%	
Black/African American Students	0%				11%						48%	6%	
Economically Disadvantaged Students	0%				11%						45%	7%	

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	6%		33%		0%	16%		4%	7%		57%	6%	
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	6%		35%		0%	18%		6%	13%		59%	8%	
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	6%		33%		0%	16%		5%	13%		64%	6%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	0%	35%	-35%	53%	-53%
Ela	8	8%	33%	-25%	51%	-43%
Ela	9	0%	33%	-33%	53%	-53%
Math	8	12%	40%	-28%	54%	-42%
Science	8	0%	12%	-12%	45%	-45%
Biology		21%	41%	-20%	67%	-46%
Algebra		20%	26%	-6%	50%	-30%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* 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.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	19%	-9%	17%	-7%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry						<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?

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Math proficiency scores increased from seven (7) percent to sixteen (16) percent proficiency and thirty-six (36) percent learning gains. Standards based lessons were consistently implemented, along with bi-monthly progress monitoring by the teacher and administrator.

##### **Lowest Performance**

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

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The state average achievement for Social Studies was at 68% and the District average was at 38%; however, the school's average was at zero (0) %. Contributing factors include, but are not limited to, lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student attendance.

##### **Greatest Decline**

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

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The school's graduation rate declined from forty-nine (49) percent in 2023 to twelve (12) percent in 2024. Contributing factors include, but are not limited to lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student attendance.

##### **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.

---

The state average for Social Studies was at 68%; however, the school's average was at zero (0) %. Contributing factors include, but are not limited to lack of high performing, experienced and professionally certified teachers, inconsistent progress monitoring of student performance with struggling readers, frequent student transitions into alternative programs, and poor student

attendance. More than 50% of the student have substantial reading deficiencies and struggle with reading comprehension and have severely poor attendance and less than ten students were tested in the area of Social Studies.

### **EWS Areas of Concern**

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

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1. Poor student attendance coupled with the number of out of school suspensions.
2. Students with substantial reading deficiencies.

### **Highest Priorities**

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

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1. Increase the percentage of students scoring at proficiency in all assessed academic areas (ELA, Math, Science, Civics, U.S. History).
2. Increase the percentage of students graduation ready by grade 10.
3. Reduce the percentage of unexcused student absences.
4. Reduce the number of out of school suspensions.
5. Expand the number of parents/guardians engaged in the school community.

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Benchmark-aligned instruction

#### Area of Focus Description and Rationale

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

More than 50% of students have significant reading deficiencies. Differentiating instruction and intensive intervention aligned to the state standards are needed to improve student achievement.

#### 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.

Increase ELA proficiency from 4% to 10% and learning gains from 26% to 35% for the 2024-25 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.

Weekly analysis of progress monitoring of data to inform instruction.

#### Person responsible for monitoring outcome

Catina Simmons-Russ

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

Edgenuity, IReady, and Achieve 3000 online platforms will be used as supplements to the core curriculum for reading.

#### Rationale:

Edgenuity platform will be utilized to provide differentiated learning opportunities for students. Small group instruction will allow students to engage in grade-level text with teacher support to facilitate comprehension. I-Ready will be used to monitor student progress on essential reading skills. Achieve



3000 will allow students additional reading practice at their individual reading levels. As students show mastery, the program will increase rigor and increase student's reading Lexile levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional development and training on the Achieve 3000, I-Ready, and Edgenuity platforms.

**Person Monitoring:**

Catina Simmons-Russ

**By When/Frequency:**

Training opportunities will be provided by 12/20/2024

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

Professional development on the implementation of Edgenuity to supplement face-to-face instruction.

**Area of Focus #2**

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

**Instructional Practice specifically relating to 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.

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Many students in the alternative setting fail to understand diverse perspectives and respect for others through citizenship education, history/social science education, and problem-solving skills.

Differentiating instruction and intensive intervention aligned to the state standards are needed to increase student achievement.

**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.

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There was zero (0) percent of students scoring at proficiency in the area of Social Studies. The goal is to increase proficiency from zero (0) percent to ten (10) percent for the 2024-25 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.

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Weekly analysis of progress monitoring and data collection to inform instruction.

**Person responsible for monitoring outcome**

Catina Simmons-Russ

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

The Edgenuity and Achieve 3000 online platforms will be used to supplement the core curriculum for Social Studies.

**Rationale:**

Edgenuity will be used to provide differentiated learning opportunities for students. Small group instruction will allow students to engage in grade-level texts with the teacher as a support facilitator for comprehension. Achieve 3000 will allow students additional reading practice with high-interest current events at their individual reading levels. Rigor will increase as student master each level.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional development on the implementation of Edgenuity and Achieve 3000 to supplement face-to-face instruction.

**Person Monitoring:**

Catina Simmons-Russ

**By When/Frequency:**

Training opportunities will be provided by 12/2/2024

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

Professional development on the implementation of Edgenuity and Achieve 3000 to supplement face-to-face instruction. Reports will be analyzed bi-monthly by the teacher and administrator.

## IV. Positive Culture and Environment

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

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Seventy-eight (78) percent of students' Average Daily attendance falls below 90%. There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

**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.

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School will decrease the number of students with average daily attendance less than ninety (90) percent by twenty-five (25) percent.

**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.

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The teacher will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

**Person responsible for monitoring outcome**

Constance 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:**

The teacher will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

**Rationale:**

There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**Action Steps to Implement:**

**Action Step #1**

Quarterly Attendance Celebrations will be conducted for students who have an average daily attendance of 90% or higher.

**Person Monitoring:**

Jeanne Gunn

**By When/Frequency:**

At the end of each grading period

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

Weekly attendance will be monitored by the School Social Worker and/or the Guidance Counselor. Weekly reports will be submitted to the District's Attendance Office as well.

## 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.

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

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

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

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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School Flyers

Parent/teacher conferences

Superintendent's Community Meeting Initiative

Focus messaging system along with email, telephone calls, and letters to parents.

#### Plans to Strengthen the Academic Program

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

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

Small group teacher led instruction

Utilize the core curriculum with fidelity.

Opportunities for students to earn industry certification.

### **How Plan is Developed**

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

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

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

### **Components of the Schoolwide Program Plan, as applicable**

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

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

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

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

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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Post secondary readiness planning meetings with the school counselor, students and parents to discussion postsecondary 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)).

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

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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

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

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

District teacher recruitment/retention bonus program.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Not Applicable



## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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

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

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

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

### Specifics to Address the Need

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

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The teachers will utilize the Edgenuity, IReady and Achieve3000 platforms to supplement core curriculum to help increase ELA and math proficiency by the end of the 2024-25 school year. ELA proficiency was at 4%, previously 0% and math proficiency was at 16%, previously 7%. In-service training will be offered by December 2024.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>	6400/310	UNISIG	0.0	35,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Teachers of ELA, Math, Science, and Social Studies will be compensated two days a week(one hour each day), Monday-Thursday to plan weekly standards-based instruction and intervention at \$35/hr beyond their regular contracted hours (8 teachers x 2 hours x 18 weeks x \$35/hr)</i>	6400/120	UNISIG	0.0	10,080.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Instructional material such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters, etc.</i>	5100/510	UNISIG	0.0	4,920.00
Areas of Focus	Instructional Practice - Social Studies <i>Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>	6400/210	UNISIG	0.0	10,000.00
<b>Total</b>	<b>Areas of Focus</b>				<b>60,000.00</b>
Positive Culture and Environment	Student Attendance <i>Student incentives for attendance, field trips and supplies.</i>	5100/	UNISIG	0.0	10,000.00
Positive Culture and Environment	Student Attendance <i>Materials, Supplies, to promote parent attendance and participation. Parents will attend 4 parent nights throughout the year for Information on B.E.S.T standards, understanding student data and grade level requirements, progress monitoring, and make and take nights to promote learning at home and school.</i>	6150/510	UNISIG	0.0	5,000.00
Positive Culture and Environment	Student Attendance <i>Purchase a curriculum that teaches character development and decision-making to develop positive life habits.</i>	5100/510	UNISIG	0.0	10,000.00
Positive Culture and Environment	Student Attendance <i>Contracted Services for behavior support during the regular school day to support students exhibiting behaviors that harmful to themselves and others</i>	6300/311	UNISIG	0.0	10,000.00
<b>Total</b>	<b>Positive Culture and Environment</b>				<b>35,000.00</b>

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					95,000.00