

Gadsden County Schools

# GADSDEN COUNTY HIGH SCHOOL



## 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

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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)

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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

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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

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### A. School Mission and Vision

#### Provide the school's mission statement

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Gadsden County High School, in partnership with students, parents, and community members, will provide a high-quality education, a safe environment and positive school culture. Our mission is to cultivate a supportive learning environment, where every student is seen, valued, challenged and nurtured to reach their full potential. The pathways of study are Engineering, Law, and Medical Studies to provide students with a focus for college and career readiness. We are committed to fostering academic success, building character, and equipping students with the skills that are necessary to overcome life's challenges.

#### Provide the school's vision statement

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Gadsden County High School empowers all students to reach their full potential by pursuing Dual Enrollment, the Armed Forces, or Technical Education opportunities.

## 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

Marlon Ball

Ballber@gcpsmail.com

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal is responsible for execution of the vision/mission, school improvement plan (SIP), serve

as the leader of community engagement (SAC meetings), professional development, systems of accountability, instructional leadership, participate in PLCs, and data meetings. The principal will also support testing, ESE, MTSS, and all facets of the school community. The principal will evaluate all subject areas as needed to ensure that all teachers and support staff receive an evaluation from their assigned administrator. Serve as a coach, evaluator, teacher and supervisor in any or all areas necessary. All other duties assigned by the superintendent.

## **Leadership Team Member #2**

### **Employee's Name**

Cleanita Wiggins

Wiginssc@gcpsmail.com

### **Position Title**

Assistant Principal for Curriculum

### **Job Duties and Responsibilities**

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Administrative supervisor of all core content curriculum, ELA, Math, Science, Social Studies, Foreign Languages and the Applied Engineering pathway. This administrator creates and manages master scheduling, the Guidance Department and instructional materials. Additionally, this administrator is responsible for progress monitoring in all common/interim assessments conducted using Performance Matters, Achieve 3000, Acaletics, etc. (other platforms as well) and ensure that data meetings and PLCs take place weekly. This administrator will evaluate Math (including Engineering courses), ELA, and the Guidance Department. All other duties assigned by the principal.

## **Leadership Team Member #3**

### **Employee's Name**

James Vernon

vernonjam@gcpsmail.com

### **Position Title**

Assistant Principal of Administration

### **Job Duties and Responsibilities**

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This administrator is responsible for discipline, ESE (LEA), supervision, transportation, facilities, emergency management (Fire Drills, Active Shooter Drills, SESIR, Threat Assessment). This administrator will evaluate CTE, electives, custodians, maintenance workers, and other support staff. All other duties assigned by the principal.

## **Leadership Team Member #4**

### **Employee's Name**

Jonathan Wilson

WilsonJ@gcpsmail.com

### **Position Title**

Assistant Principal of Student Affairs

### **Job Duties and Responsibilities**

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This administrator manages discipline, supervision of students, during morning intake, class transitions, and dismissal. Coordinates administrative supervision schedule for athletic and community events. The MTSS process for discipline (Early Warning Signs, Attendance, Discipline Data, Referrals for Mental Health Counseling, Social Workers, socio-emotional wellness and PBIS will be managed by this administrator. Will evaluate Physical Education teachers and Attendance Assistants. All other duties assigned by the principal.

## **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.*

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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.

### **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)).

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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.

## C. Demographic Data

**2025-26 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**

**2024-25 TITLE I SCHOOL STATUS**

**YES**

**2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE**

**100.0%**

**CHARTER SCHOOL**

**NO**

**RAISE SCHOOL**

**NO**

**2024-25 ESSA IDENTIFICATION**  
\*UPDATED AS OF 1

**ATSI**

**ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT**  
(UNISIG)

**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)**

**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: C**

**2022-23: C**

**2021-22: C**

**2020-21:**



## **D. 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 (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					0
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 (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					0

**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
	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

**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
	9	10	11	12	
Students with two or more indicators					0

**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
	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

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*	33	34	59	31	32	55	27	28	50
Grade 3 ELA Achievement									
ELA Learning Gains	42	42	58	43	42	57			
ELA Lowest 25th Percentile	49	48	56	43	42	55			
Math Achievement*	17	19	49	21	21	45	11	11	38
Math Learning Gains	29	29	47	35	35	47			
Math Lowest 25th Percentile	45	41	49	52	51	49			
Science Achievement	35	35	72	51	59	68	61	61	64
Social Studies Achievement*	79	87	75	84	95	71	84	86	66
Graduation Rate	72	72	92	76	76	90	78	78	89
Middle School Acceleration									
College and Career Acceleration	41	41	69	52	52	67	49	49	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	39	39	52	32	32	49	44	28	45

\*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 (FPII) 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**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	44%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	481
Total Components for the FPPI	11
Percent Tested	86%
Graduation Rate	72%

**ESSA OVERALL FPPI HISTORY**

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
44%	47%	48%	43%	32%		40%

\* 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**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	37%	Yes	2	
English Language Learners	46%	No		
Native American Students	37%	Yes	2	
Black/African American Students	44%	No		
Hispanic Students	45%	No		
White Students	27%	Yes	1	1
Economically Disadvantaged Students	44%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	33%		42%	49%	17%	29%	45%	35%	79%		72%	41%	39%
Students With Disabilities	21%		40%	49%	25%	32%	38%	33%			75%	20%	
English Language Learners	32%		43%	50%	24%	27%	42%	37%	100%		60%	48%	39%
Native American Students	43%		36%		40%	30%							
Black/African American Students	35%		43%	52%	18%	29%	46%	32%	73%		77%	38%	
Hispanic Students	32%		43%	45%	22%	27%	44%	37%	94%		61%	49%	41%
White Students	38%		25%		8%	36%							
Economically Disadvantaged Students	34%		41%	49%	20%	29%	46%	34%	81%		75%	41%	37%



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	ELA ACH.	GRADE 3 ELA ACH.	ELA LG L25%	MATH ACH.	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%	

## 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	34%	37%	-3%	58%	-24%
ELA	9	31%	32%	-1%	56%	-25%
Biology		39%	46%	-7%	71%	-32%
Algebra		12%	26%	-14%	54%	-42%
Geometry		17%	18%	-1%	54%	-37%
History		80%	69%	11%	71%	9%

### 2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		40%	31%	9%	41%	-1%
Algebra		55%	39%	16%	16%	39%
Geometry		17%	10%	7%	23%	-6%
History		10%	8%	2%	48%	-38%

### 2024-25 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		28%	24%	4%	18%	10%
Geometry		14%	11%	3%	19%	-5%
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.				

### III. Planning for Improvement

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#### 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?

---

GCHS increased ELA proficiency from 27% in 2024 to 34% in 2025 which is a 4% increase across all assessed learners.

PM3 May 2025

9th Grade ELA= 31% proficiency

10th Grade ELA= 36% proficiency

##### **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. There was a six percent decrease from 18% proficiency in 2024, to 12% in 2025. Contributing to last year's low performance is a lack of rigorous instruction, teacher attendance, change of administrative team members, a lack of differentiated support, and a lack of learning tasks aligned with curriculum standards.

##### **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 12% from 51% in 2024 to 39% in 2025 on the Biology EOC assessment. One factor that contributed to this decline was lack of teacher consistency in some classrooms, which increased the number of days that substitutes were in Biology classrooms.

##### **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. (12% of students at our

school demonstrated proficiency on the Algebra 1 EOC compared to the state average of TBD%) A major factor that contributed to this large gap was teacher turnover and illness that resulted in 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.

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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. Attendance continued to be an extreme issue during the 2024-2025 school year, led to less than 95% of students being tested for state assessments, which earned an "I" rating from the FLDOE. This will be listed as one of our three top school improvement goals.

### **Highest Priorities**

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

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1. Attendance/Absenteeism.
2. Improving school safety and morale.
3. Improving core content performance data (Algebra 12%/Geometry 17%, ELA, Biology).
4. Monitoring and enforcing the implementation of standards-based instruction with appropriate levels of rigor in all classrooms.
5. Increasing community engagement by way of increased social media communication, monthly school advisory council meetings, and faith-based partnerships.

## **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**

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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There is a direct correlation between math proficiency and college/career readiness. Algebra 1 proficiency peaked at 11% in the Spring of 2025. Geometry proficiency peaked at 17% in the Spring of 2025. Acaletics will be implemented to improve Algebra 1 performance and Math Nation (StarMat) will be used to improve Geometry performance.

GCHS teachers will create a continuity of instruction across all subjects. The components of instruction that will be present in every lesson for every subject (except PE and Performing Arts courses) will be the use of reading, writing, speaking and listening. The lesson plan template will reflect the implementation of reading, writing, speaking and listening. Math requires *reading* of operational instructions, conversion tables, etc. Students will be required to *speak* and explain their mathematical reasoning as to how they answered a math problem. Students will be required to *write* out steps leading up to solving a math problem. Students will *listen* to instructions on how to solve mathematical problems. The administration will support teacher capacity through IPDP goal setting at the beginning of the school year, instructional coaching during classroom visits (walkthroughs), observations, continuous professional development during common planning, PLCs and in-service training days built into the annual calendar.

#### **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.

---

At the end of the 2024-25 school year Mathematics showed the lowest performance rate for all subjects. In Algebra I, our proficiency rate indicated that 12% of assessed students scored at Level 3 (proficiency) or above. Geometry showed a 17% proficiency rate. Algebra 1 scores will improve by 20%. Students and teachers will conduct data chats, the MTSS team will plan for remediation on standards with less than a 40% pass rate (using Performance Matters). Language objectives will be planned and implemented to support students with linguistic challenges (ELL) in an effort to improve

math performance. By May of 2026, students will reach 51% proficiency in Algebra 1 and 40% proficiency in Geometry.

### **Monitoring**

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

---

Monitoring will occur through administrative walkthroughs to ensure standards based instruction is taking place with fidelity, interim assessments using Performance Matters, utilizing the MTSS process, PLC and collaborative planning documentation that is connected to state required assessments (FAST PM1 and PM2 testing data).

### **Person responsible for monitoring outcome**

Cleanita Wiggins, Assistant Principal for Curriculum and Instruction

### **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:**

Acaletics is a supplemental math program designed to supplement core curriculum, using evidence based strategies to improve student performance on grade level standards. Students are provided with the same assessment at the end of each month. The assessment is called a "scrimmage." Students are expected to improve on the scrimmage assessments each month by 10%. Over the course of a ten month school year, students are expected to reach 100% mastery of grade level math standards according to B.E.S.T. standards. Acaletics lessons are structured to with a fifteen minute exposure to higher level math (Quik Picks) that students have not been taught yet in the pacing guide. By the end of the school year, students will have been taught all problems found on the Quik Picks. Quik Picks are followed by a teacher led review using the A C Z method, and concluded with students having time to ask questions and work independently on Quik Picks problems. Every Algebra 1 and Geometry course will have a syllabus for the entire school year. All courses of every content area will have a syllabus created to start the school year off.

#### **Rationale:**

An evidence-based supplemental program (Acaletics) is a logical step to improve a 12% proficiency. It also allows our MTSS team to have more data for identifying students who need Tier 2 and Tier 3 intervention support. 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 math performance data to determine tier groups for intervention support (RTI). Students in

need of Tier 2 support will be designated to small groups that are provided with support during Tier 1 instruction. Students in need of Tier 3 support will be pulled out by someone on the MTSS team during elective courses and provided with one-to-one instruction on math standards that they were not successful on. After tiered support takes place, students will be reassessed to check for mastery. The MTSS committee will be responsible for implementing this intervention.

**Rationale:**

Having a robust multi-tiered system of support (MTSS) will allow teachers to see who needs additional support in small groups (Tier 2) and one to one explicit instruction (Tier 3).

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Description of Intervention #3:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**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**

Acquire Acaletics as a supplemental intervention program.

**Person Monitoring:**

Dr. Vivian Beltran

**By When/Frequency:**

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 modules and formative assessment data (Scrimmage) to determine standards of low proficiency and identify trends to develop remediation needs for students and next steps for intervention.

**Action Step #2**

Use Acaletics to shift the learning approach from teacher-led instruction to student-centered acquisition, using online platforms (Math nation and Acaletics) that allow students to practice independently on math standards that are tested during PM3 state assessments.

**Person Monitoring:**

Dr. Vivian Beltran

**By When/Frequency:**

Weekly

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

Student-centered learning will be monitored by data analysis during common planning and PLCs. Online platforms maintain ongoing performance data as students complete assessments. During those PLCs, math teachers will identify high-yield teaching strategies that are working based on proficiency levels on assessment performance data. Common planning ensure that all math lessons incorporate speaking, listening, reading and writing in every lesson. Performance will be monitored during data meetings.



**Action Step #3**

Monitor performance trend analysis of course-specific standards using Acaletics online portal. Scrimmage reports will show how many are proficient in specific standards. Performance Matters assessments will be used to cross reference with Acaletics. Lesson plan templates will be altered to include a focus on reading, writing, speaking and listening in Math

**Person Monitoring:**

Dr. Vivian Beltran

**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 high and low level "quik pik" questions, focused on metacognitive modeling of mathematical reasoning and probing questions to acquire mathematical skills that are aligned to the state assessment end of course exam (EOC).

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale**

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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Our current proficiency as evidenced by the 2024-25 FAST PM3 assessment was 34%.

9th Grade ELA 31% 10th Grade ELA 36%

To improve reading fluency, comprehension and stamina, we are going to launch a "Gadsden Reads" initiative that requires all students to read for one hour per day. The initiative will be launched using the school website and social media pages, in hopes of leveraging parents to support us by ensuring that our students read for one hour per day. This will help to improve stamina, fluency, and vocabulary, which will improve reading performance scores for the PM3.

**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.

---

The percentage of ELA proficiency will improve from 34% to 51% (17% increase).

**Monitoring**

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

---

Monitoring will occur through ELA common assessments using Performance Matters. Reading teachers will assess the Lexile reading levels using Achieve 3000. State progress monitoring

assessments will be conducted in August, December and May. Administrative walkthroughs will be conducted to ensure that standards-based instruction is taking place to properly prepare students for state assessments.

**Person responsible for monitoring outcome**

Cleanita Wiggins (Assistant Principal for Curriculum, Instruction and Assessments)

**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:**

Scheduling will be based on PM3 performance data in 2025. An Intensive Reading course will be assigned to every student who scored level one or level two on the ELA/Reading PM3 state assessment in May of 2025. Students with a level one or two will also take English 1 or English 2 (Regular). Level one and two readers will take World History as their social studies course in 9th grade and African American History in 10th grade. By 11th grade, they should be a level three reader and will be placed in US History for the EOC. Students who scored level three, four and five on the ELA/Reading PM3 will be scheduled to take English 1 or English 2 Honors, in addition to a Law Studies course. Every English and Intensive Reading course will have a syllabus for the school year.

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**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**

Being intentional about a Multi-Tiered System of Support will empower students to get the support needed based on deficiencies in performance data. Tier 1 – Strong Evidence

**Person Monitoring:**

Jonathan Wilson

**By When/Frequency:**

Bi-weekly

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

Recreating the master schedule to customize the needs of level one and level two readers.

**Action Step #2**

Monitor performance data of content-specific standards on common assessments using performance matters to determine an MTSS intervention strategy for Tier 2 and Tier 3 students.

**Person Monitoring:**

Tomeka Lightfoot (Reading Coach)

**By When/Frequency:**

Bi-weekly

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

**step:**

Shift learning approach from teacher-led instruction to student-centered acquisition using Achieve 3000 and other evidence-based curriculum.

## **IV. Positive Learning Environment**

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### **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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During the 2024-2025 school year, attendance was a consistent issue. The average daily attendance was 889 out of 1090 (82%). This attendance issue led to GCHS only being able to test 86% of students. Testing less than 95% of students led to the school receiving an incomplete (I) rating from the Florida Department of Education. The I rating had to be appealed so that we could receive a "C" school grade.

#### **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.

---

During the 2024-2025 school year, attendance was a consistent issue. The average daily attendance was 889 out of 1090 (82%).

As of September 19, 2025, we have increased the average daily attendance by two percent (84%).

The strategies for improving attendance consist of incentivizing attendance and being on time through a robust PBIS system. Students are rewarded with food trucks on Fridays and a PBIS snack store.

1. Each student begins the week with 15 PBIS points. They have to maintain at least 12 of those points to receive a food truck pass on Friday. They have to maintain at least 11 of those points to receive a pass to the PBIS snack store.
2. We have started posting flyers during testing windows to make parents more aware that testing is taking place. The social media helped us achieve 93.5% of students tested for ELA/Reading PM1.
3. Having a more organized system of testing has made it easier to track down and escort students who are avoiding their PM tests.

**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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1. PBIS meetings take place monthly. PBIS issues are discussed weekly during department PLCs on Wednesdays.
2. Each student begins the week with 15 PBIS points. They have to maintain at least 12 of those points to receive a food truck pass on Friday. They have to maintain at least 11 of those points to receive a pass to the PBIS snack store.
3. Baseline data for Algebra 1 was higher than PM3 data last school year. Our goal is to have performance data continue to improve.

**Person responsible for monitoring outcome**

Jonathan Wilson

**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:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**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**

PBIS Committee Designated

**Person Monitoring:**

Jonathan Wilson

**By When/Frequency:**

Monthly

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

A committee was chosen to meet monthly to discuss logistics for PBIS rewards on Fridays, as well as tier two/three needs for students not showing improvement.

**Action Step #2****Person Monitoring:****By When/Frequency:**

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

## **V. Title I Requirements (optional)**

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### **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.

No Answer Entered

#### **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)).

No Answer Entered

#### **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)).

No Answer Entered

#### **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)).

No Answer Entered

## **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)).

No Answer Entered

#### **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)).

No Answer Entered

#### **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)).

No Answer Entered

#### **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)).

No Answer Entered

#### **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)).

No Answer Entered



## **VI. ATSI, TSI and CSI Resource Review**

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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.

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No Answer Entered

### **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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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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
Plan Budget Total					0.00