

Gadsden County Schools

# Gadsden Central Academy



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Gadsden Central Academy

655 SOUTH STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

## Demographics

**Principal: Willie Jackson**

Start Date for this Principal: 9/12/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Gadsden County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
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# Gadsden Central Academy

655 SOUTH STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Special Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>%</p>

## School Grades History

Year  
Grade

## School Board Approval

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## 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

1. To transform all learners through positive relationships, academic instruction, and community collaboration for success in a global society.
2. To ensure that students are college and career ready to be productive in society
3. To increase the graduation rate our district of behavioral challenged students in the Exceptional Student Education Department
4. To increase student's exposure to STEM-Science, Technology, Engineering and Mathematics

**Provide the school's vision statement.**

Gadsden Central Academy envisions a society where people live and thrive in communities that promote and support emotional behavioral health and wellness to assist students in becoming graduates and independent productive citizens.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Wells, Carla	Assistant Principal	As the school leader, I am the face of Gadsden Central Academy. I lead the teachers and staff, set goals and ensure students meet their learning objectives. Additionally, I oversee the day-to-day operations,, handle disciplinary matters and other personnel matters.

### Early Warning Systems

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	1	3	3	3	1	6	5	5	2	31
Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	1	0	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	3	3	3	1	5	0	0	0	16

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	2	1	0	2	3	0	0	2	3	2	15
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**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	1	0	0	1	0	0	1	0	0	3
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**FTE units allocated to school (total number of teacher units)**

5

**Date this data was collected or last updated**

Thursday 9/12/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
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Attendance below 90 percent

One or more suspensions

Course failure in ELA or Math

Level 1 on statewide assessment

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
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Students with two or more indicators

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	1	0	2	4
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One or more suspensions	0	0	0	0	0	0	0	1	0	0	1	0	0	2
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Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide assessment	0	0	0	0	1	3	1	3	1	6	5	5	10	35
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**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	2	1	0	2	3	0	0	2	3	2	15
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## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	61%	0%	50%	57%
ELA Learning Gains	0%	52%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	49%	51%
Math Achievement	0%	57%	62%	0%	59%	58%
Math Learning Gains	0%	52%	59%	0%	55%	56%
Math Lowest 25th Percentile	0%	46%	52%	0%	54%	50%
Science Achievement	0%	47%	56%	0%	51%	53%
Social Studies Achievement	0%	72%	78%	0%	60%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)	3 (0)	3 (0)	1 (0)	6 (0)	5 (0)	5 (0)	2 (0)	31 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	1 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	1 ( )	0 ( )	1 ( )	3 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	3 (0)	3 (0)	1 (0)	5 (0)	0 (0)	0 (0)	0 (0)	16 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	37%	-37%	58%	-58%
	2018	0%	40%	-40%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	41%	-41%	58%	-58%
	2018	0%	38%	-38%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
06	2019	0%	33%	-33%	54%	-54%
	2018	0%	31%	-31%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	40%	-40%	52%	-52%
	2018	0%	33%	-33%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	33%	-33%	56%	-56%
	2018	0%	34%	-34%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	34%	-34%	55%	-55%
	2018	0%	27%	-27%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	25%	-25%	53%	-53%
	2018	0%	30%	-30%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	56%	-56%	62%	-62%
Cohort Comparison						
04	2019	0%	50%	-50%	64%	-64%
	2018	0%	49%	-49%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	48%	-48%	55%	-55%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	52%	-52%	54%	-54%
	2018	0%	40%	-40%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	39%	-39%	46%	-46%
	2018	0%	33%	-33%	45%	-45%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	5%	-5%	48%	-48%
	2018	0%	7%	-7%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	34%	-34%	65%	-65%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	55%	-55%	71%	-71%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	38%	-38%	68%	-68%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	34%	-34%	61%	-61%
2018	0%	30%	-30%	62%	-62%
Compare		0%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	14%	-14%	57%	-57%
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10			10							
BLK	10			10							
FRL	10			10							
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	17
Total Components for the Federal Index	3
Percent Tested	74%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

N/A

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

N/A

**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.**

N/A

**Which data component showed the most improvement? What new actions did your school take in this area?**

N/A

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Number of students with Level 1 on statewide assessments

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

1. ELA Learning Gains
2. Math Learning Gains
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	Gadsden Central Academy is a separate day school and receives a rating based on two areas of ELA and Math leaning gains.
<b>State the measurable outcome the school plans to achieve</b>	Increase learning gains by 30%.
<b>Person responsible for monitoring outcome</b>	Carla Wells (wellsc@gcpsmail.com)
<b>Evidence-based Strategy</b>	Implementation of the computer-assisted instruction through iReady so that students' deficiencies are identified.
<b>Rationale for Evidence-based Strategy</b>	Performance data from iReady will be used by the teachers to determine areas of focus and to provide rigorous instruction to address the needs of the students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. iReady diagnostic will be administered three (3) times per year.</li> <li>2. All students will receive 120 minutes of iReady instruction per week.</li> <li>3. Teachers will monitor progress and adjust lessons as needed, based on students' performance.</li> <li>4. Additional assistance will be provided to students during small group and or one to one sessions, based on performance data.</li> <li>5. Small group instruction using the core curriculum will be provided.</li> </ol>
<b>Person Responsible</b>	Carla Wells (wellsc@gcpsmail.com)

<b>#2</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	Gadsden Central Academy is a separate day school and receives a rating based on ELA and Math learning gains.
<b>State the measurable outcome the school plans to achieve</b>	Increase Math learning gains by 30%.
<b>Person responsible for monitoring outcome</b>	Carla Wells (wellsc@gcpsmail.com)
<b>Evidence-based Strategy</b>	Implementation of the computer-assisted instruction through iReady so that students' deficiencies are identified.
<b>Rationale for Evidence-based Strategy</b>	Performance data from iReady will be used by the teachers to determine areas of focus and to provide rigorous instruction to address the needs of the students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. iReady diagnostic will be administered three (3) times per year.</li> <li>2. All students will receive 120 minutes of iReady instruction per week.</li> <li>3. Teachers will monitor progress and adjust lessons as needed, based on students' performance.</li> <li>4. Additional assistance will be provided to students during small group and or one to one sessions, based on performance data.</li> <li>5. Small group instruction using the core curriculum will be provided.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Goal: To improve from a Needs Improvement" to a "Maintaining" school by the end of the 2019-2020 school year.

Success Criteria: We will analyze data from the district's Baseline, Mid-year, and Spring Diagnostics.

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Gadsden Central's Parent and Family Engagement Plan (PFEP) outlines how the school will build positive relationships with all stakeholders to fulfill the school's mission and support the needs of students. This plan satisfies the parent engagement section of the SIP.



## PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Gadsden Central Academy is a separate day school for the district's exceptional education students; with an Individual Education Plan (IEP) and who have had behavioral problems at their home schools. The social-emotional needs of our students are being met with the assistance of several school district and local agencies. Students receive counseling, mentoring and other services through the following agencies:

1. Exceptional Education district personnel (occupational therapist and school psychologist)
2. On-site mental health counselor
3. Capital City Youth Services (CCYS)
4. DJJ
5. Apalachee Mental Health
6. Florida Therapy

In addition, our students receive educational accommodations and lesson modifications through their IEP's.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The Rtl Leadership Team includes the principal, behavioral specialist, ESE teacher, and the district program assistant. In some cases, the school psychologist and parents are included.

Title I, Part A resources and services will be used to help students achieve a high-quality education and acquire the skills necessary to be successful beyond graduation. Requested resources will be used to hire teachers, provide teacher training, and pay for stipends that focus on raising student achievement levels.

The District provides funds through Title I, Part D from the Prevention and Intervention Programs for Children and Youth who are neglected, delinquent, or at-risk that support our efforts to improve educational services for students to: have the opportunities to meet the same challenging state academic content standards that all children are expected to meet, prevent them from dropping out of school, and assist dropouts or youths returning from correctional facilities with the follow-up services they need to continue their education as they transition to the regular school program.

Title IX funds are used to help eliminate barriers for education. The district's Homeless Education Liaison works with the school to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, funding provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

The district participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) which assist the district through a grant in providing nutritious meals to children free regardless of economic status.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

All students beginning with tenth graders are given two waivers annually to register and take the ACT/ SAT especially if they did not pass the ELA and Algebra I EOC upon administration during their freshman or sophomore year. Eleventh and twelfth graders are required to continuing taking the PERT and national assessments until they are passed. Students planning to enter college are encouraged to continue to take college entrance exams until they meet the requirements.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Gadsden Central Academy uses Career Cruisers, which is a exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This publication is available online through the Florida Department of Education.