

Columbia County School District

Pathways Academy



2020-21 Schoolwide Improvement Plan

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Pathways Academy

1301 NW LABONTE LN, Lake City, FL 32055

<http://pwa.columbiak12.com/>

Demographics

Principal: Christie Michael

Start Date for this Principal: 8/28/2020

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

School Board Approval

This plan is pending approval by the Columbia 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.

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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Pathways Academy

1301 NW LABONTE LN, Lake City, FL 32055

<http://pwa.columbiak12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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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.

The mission at Pathways Academy is to improve a student's academic performance, attendance and attitude/discipline through our "Think Straight A's approach (academics, attendance, and attitude). Our goal is to create a positive learning environment in which we teach students to use critical thinking skills for problem-solving, self-monitoring, and application of personal emotional and social skills. Students, staff, and community members work cooperatively building efficient and effective life preparation skills for all students. With a 2019-2020 theme of "One Team-One Purpose," Pathways Academy 's collaborative efforts are design to instill hope, produce results, and create a culture that produces productive, employable and responsible citizens.

Provide the school's vision statement.

Pathways Academy provides innovative programs designed to provide each child with a positive, creative, nurturing, and collaborative environment where students demonstrate their abilities to produce and solve problems. Our goals include improving academic success, modifying unacceptable behaviors, and improving school attendance in a fair, firm, and consistent manner supplemented by an incentive/ reward programs.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Murphy, Makeba	Principal	<p>In short, the duties and responsibilities of the principal include the development, communication, implementation, and evaluation of strategic plans designed to ensure the success of the school's mission and vision. The Pathways' Principal standardizes curricula, assess teaching methods, monitors student achievement, encourages parent involvement, and revises policies and procedures to align with Columbia County Schools, state and federal Department of Education expectations and requirements. In addition, the principal provides budgetary oversight, hires and evaluates staff, holds primary responsibility for the safety of students and staff, and is responsible for the accountability and maintenance of equipment and facilities. Ensuring consistent accommodation provisions for students with learning disabilities, and providing resources for other student populations determined to be at high-risk.</p>
Garrett, Mickey	Teacher, K-12	<p>The Secondary Team Leader works closely and cooperatively with the school principal and other school staff members to facilitate team goal accountability, problem-solving and student success. He coordinates and facilitates weekly secondary team meetings and maintains notes for the successful operation of the team. Moreover, he assists with the communication of school campus and district policies, decisions, and related announcements to team members. He also assists with the communication and integration of instructional programs, professional development, and other programs as it relates to our Secondary Team Members. Mr. Garrett also helps coordinate our tutoring programs, as it relates to students grades 6-12.</p>
Jeffers, Donna	Teacher, ESE	<p>ESE Secondary Supervisor. Assess secondary students' skills to determine their needs, and then develop teaching plans, which may include adapting lessons to meet ESE student needs. In addition, Mrs. Jeffers develops Individualized Education Programs (IEPs) for students and ensures accommodations identified in the IEPs are followed. In summary, she is responsible for planning, organizing, and assigning activities that are specific to each secondary ESE student's abilities.</p>
Palmer, Glenn	Administrative Support	<p>As the TOA, he provides support to the principal in the administrative operations of the school. He directly supervises and mentors instructional and noninstructional staff, and is directly responsible for supervising lunch, hallways, special events, and student discipline. In addition, as administrative support, Mr. Palmer is responsible for the administration of standardized assessments, student leadership teams, and volunteers. In the event of the absence of the school principal, The TOA must be ready to take over all the responsibilities of the school principal.</p>

Demographic Information

Principal start date

Friday 8/28/2020, Christie Michael

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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	1	1	2	6	3	4	9	7	7	8	6	4	58
Attendance below 90 percent	0	1	0	0	0	0	1	1	1	0	0	1	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	1	4	2	3	5	1	1	20
Course failure in Math	0	0	0	0	1	2	1	4	2	3	5	1	1	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	1	4	2	3	5	1	1	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	1	4	2	3	5	1	1	20

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	1	1	2	6	3	4	9	7	7	8	6	4	58

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/28/2020

Prior Year - As Reported

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	
Number of students enrolled	1	1	2	4	3	5	10	9	14	11	5	8	2	75
Attendance below 90 percent	1	0	0	0	0	0	0	1	0	2	0	0	0	4
One or more suspensions	1	0	0	0	0	0	1	0	1	1	0	1	0	5
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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	1	0	0	0	1

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	1	0	0	2	0	0	0	0	7	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	0	1	1	3	6	3	3	12	10	6	11	11	4	71
Attendance below 90 percent	0	1	0	0	1	0	1	6	7	5	3	6	2	32
One or more suspensions	0	1	1	1	2	2	1	8	7	3	5	5	2	38
Course failure in ELA or Math	0	0	1	0	0	1	1	2	0	0	0	6	2	13
Level 1 on statewide assessment	0	0	0	0	2	4	2	9	9	9	15	14	2	66

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	1	1	0	2	3	2	7	8	5	7	9	2	47

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
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	1	1	0	5

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%	49%	56%	0%	45%	53%
ELA Learning Gains	0%	46%	51%	0%	39%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	0%	30%	42%	0%	25%	41%
Math Achievement	0%	49%	51%	0%	38%	49%
Math Learning Gains	0%	47%	48%	0%	45%	44%
Math Lowest 25th Percentile	0%	35%	45%	0%	36%	39%
Science Achievement	0%	61%	68%	0%	53%	65%
Social Studies Achievement	0%	63%	73%	0%	55%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	57%	-57%	54%	-54%
	2018	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	53%	-53%	52%	-52%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	6%	54%	-48%	56%	-50%
	2018	0%	51%	-51%	58%	-58%
Same Grade Comparison		6%				
Cohort Comparison		6%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	45%	-45%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	49%	-49%	53%	-53%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	69%	-69%	55%	-55%
	2018	0%	57%	-57%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	18%	63%	-45%	54%	-36%
	2018	0%	54%	-54%	54%	-54%
Same Grade Comparison		18%				
Cohort Comparison		18%				
08	2019	13%	36%	-23%	46%	-33%
	2018	0%	37%	-37%	45%	-45%
Same Grade Comparison		13%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	6%	52%	-46%	48%	-42%
	2018	20%	46%	-26%	50%	-30%
Same Grade Comparison		-14%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	67%	-67%
2018	0%	60%	-60%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	71%	-71%
2018	0%	67%	-67%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	70%	-70%
2018	0%	62%	-62%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	0%	51%	-51%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	50%	-50%	57%	-57%
2018	0%	46%	-46%	56%	-56%
Compare		0%			

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		14			23						
BLK		9									
FRL		15			12						
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
SWD											
BLK											
FRL											
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
SWD											
BLK											
FRL											

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	9
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	43
Total Components for the Federal Index	5
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	3
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	5
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

Due to COVID-19, there was not any standardized testing at Pathways Academy school year ending 2020. However, the most influential data point was the low performance of Pathways Academy middle school students (MS). MS student performance, as it relates to the FSA, attendance, school suspensions, and the Early Warning System, each reflect the subgroup's poor performance. Moreover, in reviewing the data over the last five years, Pathways Academy student population has trended from high school age students to a majority of middle school students, which equates with national statistics as it relates to national school district discipline trends. It is in middle school that students are expected to make huge leaps from their elementary and foundational knowledge into more rigorous learning; however, the majority of our middle school students did not attain the foundational elements to sustain themselves in middle school (based on IReady scores); therefore, they arrive at middle school and ultimately to Pathways Academy unable to perform on level. Historically, students who are academically delayed or behind tend to project behavioral issues, as well. This year, we also have a high percentage of high school students.

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

We currently have 58 students (k-12). Exactly 50% of those students have scored below satisfactory on the 2018-2019 FSA (ELA & Math). An additional 45% do not have a recorded score for 2018-2019. Therefore, we are not able to accurately review past performance of over 45% of our students. Based on previous data, The greatest decline from the prior year is reflected in secondary math scores, particularly with 6th - 8th grade. Our middle school population has become our largest subgroup of students. Although every subject incrementally becomes more rigorous as a students

advance grade levels; however, the foundations learned in elementary school are the structures used to move into more advanced math (algebra, geometry, etc.); therefore, our Pathways scores in math are trending downward as our middle school population grows.

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 greatest gap was found among our 9th graders, but on the same hand, last year, our 8th graders also showed a large gap between the state average scores. Middle school students tended to have the highest rate of discipline issues in the traditional schools, as well as on this campus last year. The greatest gaps are also noticeable more noticeable from our current IReady scores which reflected huge gaps between the current grade assigned vs. the actual assessed grade. For example, we have students assigned to the 6th grade but they have a "K" score for ELA and the 1st-grade score for Math. In fact, the majority of our students were assessed well below their actually assigned grade.

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

Approximately 5% of our students scored satisfactory or better. Due to COVID-19, this data is based on previous testing. On the FSA, several students had gains in ELA and Math, however, from a school's perspective, those gains were not enough to move us out of the standardized score area. We believe some of those improvements were the result of encouraging more face to face instruction, as well as, an effort to provide additional assistance to ESE students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest concern is the number of students who have no FSA scores. Upon researching individual records, some students have not been tested since 2015. Raising ELA scores and skills may have some affect on raising math skills, as well.

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

1. Gains in Statewide Assessments
2. Reduction in Suspensions
3. A Realignment of Alternative School Perspective: Less as a place of Punitive punishment and more of a place of renewed opportunities and restorative practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: A larger majority of the students currently assigned to Pathways Academy have scored at Levels 1 and 2. Moreover, we recognize that our students are performing below their cohort's grade level.

Measurable Outcome:

1. School year 2018-2019, per statewide assessments, there were minute gains, this year's goal is to see between a 2-10% gain within at least 10% or more of our students in ELA and Math assessments.
2. Reduced the academic gap between assigned grade and assessed grade performance by 2-10%, within at least 10% or more of our students in ELA and Math assessments.

Person responsible for monitoring outcome: Glenn Palmer (palmerg@columbiak12.com)

Evidence-based Strategy:

1. Identify student academic deficiencies
2. Increase face to face instructional time between teachers and students needing additional support
3. Create peer to peer learning circles within classrooms
4. Develop and implement skill-level tutoring opportunities
5. Utilize ESE staff to intensify awareness, resources, and assistance for students with disabilities

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5. Utilize ESE staff to intensify awareness, resources, and assistance for students with disabilities

Rationale for Evidence-based Strategy:

Rationale for Evidencebased Strategy

The Multi-Tiered System of Support (MTSS) is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. Tier 1 = research-based core instruction; Tier 2 = Targeted intervention; and Tier 3 = Intensive Intervention. MTSS is nationally recognized as a model to base instruction and support for additional learning.

Action Steps to Implement

1. Develop & implement a tutoring strategies that focuses on literacy, reading comprehension, and math skills
 2. Create & define levels of accountability for team implementation and consistency as it relates to MTSS implementation
- Intentional and Intensive Literacy, Reading Comprehension, & Math Tutoring
- Provide at least 60 minutes weekly for IReady or Khan Academy practice for all students
 - Strategically develop & implement plans for individual and group tutoring

- Increase oral reading & comprehension opportunities
- Increase short essay writing opportunities

Person Responsible Glenn Palmer (palmerg@columbiak12.com)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Increased awareness and practice of Social & Emotional Learning (SEL) by our staff and students
 Our student population (100% economically disadvantaged, over 64% disabled, and over 59% Black/African American) encompasses three of the highest federally identified sub-groups for students at-risk of not graduating and becoming dropouts. Most of our students have been assigned to an alternative school because traditional school systems and traditional methods of education were no longer viable educational options.

Measurable Outcome: School year (2018-2019), we transitioned 26 students back to their home schools, (2019-2020) we transitioned over 30 students back, and this year we hope to transition at least 35-40 students back to their home schools.
 2. School year (2018-20219) we recorded over 100 school suspensions, (2019-2020) we recorded 52. This year we hope to reduce that number by at least 10%. Unfortunately, 67% (35) of the 52 recorded suspensions were ESE students. We also hope to decrease the percentage of ESE students who receive out of school suspensions by 10%, as well.

Person responsible for monitoring outcome: Glenn Palmer (palmerg@columbiak12.com)

Evidence-based Strategy: Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. We serve students with different levels of motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning and enhances students' ability to succeed in school, careers, and life. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

Rationale for Evidence-based Strategy: Most people do not care what you know until they know you sincerely care. As educators, we want to be heard by our students, yet fail to hear them or understand them. Malcolm Knowles, a seminal thinker in adult learning, posited that adult learning must be a cooperative venture providing opportunities for adult students to share the knowledge and experiences they bring to the learning table (Knowles, 1975; Knowles, Holton, Swanson, 2016). Instead of incorporating that andragogy style of learning (which is student-centered learning, conventional educational methods still embrace a more pedagogy style of teaching that is teacher-centered learning. Students at Pathways Academy, however, have a huge depository of insights, experiences, and knowledge that could enhance their learning experiences; but for the most part, they do not have sufficient social and emotional skills to appropriately communicate their hidden resources. SEL provides an avenue for them to build those important life skills.

Action Steps to Implement

1. Provide staff with SEL professional development training and curriculum
 2. Emulate the practice of SEL and establish accountability for campus-wide implementation and practice
 3. Develop & implement creative social and emotional growth opportunities for students
- Increased Awareness & Practice of Social & Emotional Learning by Staff & Students
 -Emulate and encourage restorative practices vs. disciplinary action practices

- Strategically develop & implement group vocational opportunities & activities as incentives & social skill-building opportunities
- Seek to understand before demanding to be understood
- Create positive reinforcement for SEL practices
- Provide professional counselors on-site five days a week

Person Responsible Glenn Palmer (palmerg@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Due to COVID-19 disruptions, we were not able to fully implement or evaluate last year's plan; therefore, our goals remain similar to last years. Utilizing our faculty, staff, and community partners (particularly involved on our SAC Committee) we will develop specific plans to address the needs of our student population-including extrinsic incentives to motivate our students toward greater success.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. Provide staff with SEL professional development training and curriculum
2. Emulate the practice of SEL and establish accountability for campus-wide implementation and practice
3. Develop & implement creative social and emotional growth opportunities for students

Increased Awareness & Practice of Social & Emotional Learning by Staff & Students

- Emulate and encourage restorative practices vs. disciplinary action practices
- Strategically develop & implement group vocational opportunities & activities as incentives & social skill-building opportunities
- Seek to understand before demanding to be understood
- Create positive reinforcement for SEL practices
- Provide professional counselors on-site five days a week

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00