Graduation Assistance Program

2021-22 Schoolwide Improvement Plan

Table of Contents

Graduation Assistance Program

307 W NORTH AVE, Bonifay, FL 32425

http://gap.hdsb.org/

Demographics

Principal: Kim Cullifer

Start Date for this Principal: 8/1/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Holmes 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.](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.

Table of Contents

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307 W NORTH AVE, Bonifay, FL 32425

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2013-14
Grade	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at the Graduation Assistance Program is dedicated to providing a quality educational program that is centered on preventing and reducing juvenile delinquency. The program is operated in partnership with the Department of Juvenile Justice, the feeder schools, families, law enforcement, community organizations, and other public agencies. We are committed to a balanced approach that effectively provides troubled youth with guidance, education, and discipline in a caring environment to enable them to accept responsibility and become productive members of the community.

Provide the school's vision statement.

Our philosophy is based on the belief that all students can learn and succeed when provided a learning environment that meets their needs and interests.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Dixon, Ron	Director	The role of a director is to provide strategic direction in the school system. Directors develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.

Demographic Information

Principal start date
Saturday 8/1/2015, Kim Cullifer

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
5

Total number of students enrolled at the school

39

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	6	7	5	11	7	1	2	39
Attendance below 90 percent	0	0	0	0	0	0	5	4	2	7	3	1	2	24
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	0	0	0	0	0	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	4	1	8	5	0	1	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	4	2	5	5	1	2	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	1	8	5	0	1	19

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	2	3	0	7	3	1	2	18

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	1	2	1	5	0	0	1	10
Students retained two or more times	0	0	0	0	0	0	1	1	0	2	1	0	1	6

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	0	0	0	0	0	0	1	4	3	13	7	5	5	38
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	4	2	3	0	0	9

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	3	2	1	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2

2020-21 - 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	0	0	0	0	0	6	7	5	11	7	1	2	39
Attendance below 90 percent	0	0	0	0	0	0	3	4	4	7	4	1	2	25
One or more suspensions	0	0	0	0	0	0	0	3	4	2	2	0	1	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	4	1	8	5	0	1	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	2	4	2	5	5	1	2	21

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	2	4	4	7	4	1	2	24

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	1	2	1	5	0	0	1	10
Students retained two or more times	0	0	0	0	0	0	1	1	0	2	1	0	1	6

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement					52%	56%		55%	56%
ELA Learning Gains					44%	51%		52%	53%
ELA Lowest 25th Percentile					35%	42%		44%	44%
Math Achievement					24%	51%		34%	51%
Math Learning Gains					34%	48%		32%	48%
Math Lowest 25th Percentile					34%	45%		34%	45%
Science Achievement					58%	68%		44%	67%
Social Studies Achievement					56%	73%		57%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2021					
	2019	9%	51%	-42%	52%	-43%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		-9%				
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	47%	-47%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	61%	-61%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	73%	-63%	71%	-61%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	46%	-46%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	32%	-32%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring for 2020-2021 included using past FSA data and comparing that to performance in Edgenuity testing without assistance. Our student population is quite fluid which leads to a bit of an unclear picture. We work to look at each student on an individual basis for the period of time that each student is with us. The progress monitoring utilized by our district is administered at the students' home school prior to attendance in our program. For the 2021-2022 school term, GAP will utilize Exact Path to provide a clearer picture of student progress.

Grade 6					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0%	0%	0%	
	Economically Disadvantaged	0%	0%	0%	
	Students With Disabilities	0%	0%	0%	
	English Language Learners	0%	0%	0%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0%	0%	0%	
	Economically Disadvantaged	0%	0%	0%	
	Students With Disabilities	0%	0%	0%	
	English Language Learners	0%	0%	0%	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
WHT	9	30		23	10						
FRL				27							

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				9	20						
WHT	8	9			14						
FRL	10				20						
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	72
Total Components for the Federal Index	4
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	18
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Improved graduation rate, but low test scores are still prevalent across all areas

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA achievement and Algebra 1 mastery

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Poor attendance is a significant problem for the majority of our students. We have also experienced a great number of students who missed a considerable number of days this past term due to Covid-19 illness or quarantine. Our major focus for improvement is to provide a certified math teacher and to improve attendance rates.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

graduation rate

What were the contributing factors to this improvement? What new actions did your school take in this area?

waiver of assessment requirement

What strategies will need to be implemented in order to accelerate learning?

Strict attention to attendance including contact with parent on a frequent basis
Additional practice outside of the online learning platform for test readiness

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

A math coach will be available to train our teachers on the new BEST standards and also on how to better prepare students for assessments.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Attendance remains our top priority. Our director will maintain a daily check of attendance and will make contact with homes as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Because of the attendance issues with our population, we see need for differentiation to be prevalent.
Measurable Outcome:	Improve on pace completion rates by 10% by June 1, 2022.
Monitoring:	Behind pace reports from Edgenuity will be viewed and concerns addressed.
Person responsible for monitoring outcome:	Ron Dixon (dixonr@hdsb.org)
Evidence-based Strategy:	Differentiated instruction will be provided in small groups to address specific instructional needs as determined by the classroom teacher examination of student work.
Rationale for Evidence-based Strategy:	More involvement by our classroom teachers in providing differentiated instruction separate from our online learning platform will improve success rates on high stakes assessments.

Action Steps to Implement

More frequent teacher student conferences to focus on meeting progress goals

Person Responsible	Ron Dixon (dixonr@hdsb.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school is an alternative school that has a high population of student offenders. During the upcoming school term, attendance remains our number one priority. This is addressed by our director who contacts families and even goes to pick up students and bring them to school. The director will also work with our truancy official to pursue additional support. Secondly, our school culture is affected greatly by the use of vapes. To address this concern, students will be asked to surrender phones and then wanded and/or searched by our school resource officer. Many of our discipline issues stem from the use of a vape.

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.

School Advisory Council is formed at the beginning of each year and will meet to evaluated school performance and discuss possible improvement. Collaborative therapy systems have been set in place with various groups that will visit targeted students. Holmes County Sheriff's Department provides a School Resource officer and Florida Department of Juvenile Justice will provide additional information and input as needed. Community partners are a key element in our success rate.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Advisory Council is formed at the beginning of each year and will meet to evaluated school performance and discuss possible improvement. Collaborative therapy systems have been set in place with various groups that will visit targeted students. Holmes County Sheriff's Department provides a School Resource officer and Florida Department of Juvenile Justice will provide additional information and input as needed. Community partners are a key element in our success rate.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00