

Columbia County School District

Pathways Academy



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	25
Positive Culture & Environment	26
Budget to Support Goals	26

Pathways Academy

1301 NW LABONTE LN, Lake City, FL 32055

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

Demographics

Principal: Christie Michael

Start Date for this Principal: 6/28/2018

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* Black/African American Students 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	Northeast
Regional Executive Director	Cassandra Brusca
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	26

Pathways Academy

1301 NW LABONTE LN, Lake City, FL 32055

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

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
Grade

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 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.

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, academic study, 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 school-wide 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 produces innovative programs designed to provide each child with a positive, creative, nurturing, and collaborative environment where students demonstrate their abilities to request assistance and resolve 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 program.

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
Murphy, Makeba	Principal	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, assesses 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. Finally, the Principal ensures consistent accommodation provisions for students with learning disabilities and provides resources for other student populations at high risk.
Palmer, Glenn	Other	As the Pathways Teacher on Assignment (TOA), his first responsibilities are to assist the Pathways Principal with any and all duties assigned. Some of the primary responsibilities include student discipline, physical equipment inventory, oversight for the physical care of the the facility and grounds, which include maintenance repairs and custodian up keep, membership on the Student Advisory Council, and the general day to day operations of campus life. As an Instructional Coach, the TOA monitors classroom instruction, provides guidance on classroom management to teachers and staff, assist with coordinating resources and activities for the mental, social, and physical health and safety of staff and students, and suggest innovative professional development ideas to the Principal for continual staff growth and development. In addition, as a Campus Instructional Coach, the TOA assumes responsibility for the monitoring of all Student MTSS processes to ensure the fidelity of student interventions.

Demographic Information

Principal start date

Thursday 6/28/2018, 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

11

Total number of students enrolled at the school

62

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	2	1	3	1	8	5	11	11	6	5	10	0	63	
Attendance below 90 percent	0	0	0	2	0	1	0	2	9	3	0	3	0	20	
One or more suspensions	0	0	0	1	0	1	0	2	0	0	0	0	0	4	
Course failure in ELA	0	2	1	3	1	7	1	4	2	3	5	1	1	31	
Course failure in Math	0	2	1	3	1	7	1	4	2	3	5	1	1	31	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	1	4	2	3	5	1	1	20	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	1	4	2	3	5	1	1	20	
Number of students with a substantial reading deficiency	0	2	1	3	1	7	1	8	8	5	5	9	0	50	

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	2	1	3	1	7	8	10	10	5	5	9	0	61

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	1	0	1	0	0	2	0	0	0	0	4	
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2	

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	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	

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	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	

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					49%	56%		47%	56%
ELA Learning Gains					46%	51%		45%	53%
ELA Lowest 25th Percentile					30%	42%		37%	44%
Math Achievement					49%	51%		40%	51%
Math Learning Gains					47%	48%		42%	48%
Math Lowest 25th Percentile					35%	45%		30%	45%
Science Achievement					61%	68%		61%	67%
Social Studies Achievement					63%	73%		56%	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%	57%	-57%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	6%	54%	-48%	56%	-50%
Cohort Comparison		0%				
09	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		-6%				
10	2021					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	69%	-69%	55%	-55%
Cohort Comparison						
07	2021					
	2019	18%	63%	-45%	54%	-36%
Cohort Comparison		0%				
08	2021					
	2019	13%	36%	-23%	46%	-33%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	6%	52%	-46%	48%	-42%
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	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

(Grades 3-12) FSA ELA, FSA Math,
 (Grades K-8) I-Ready
 (Grades 9-12) Exact Path,

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	1/0%
	Economically Disadvantaged	0	0	1/100%
	Students With Disabilities	0	0	1/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	1/0%
	Economically Disadvantaged	0	0	1/100%
	Students With Disabilities	0	0	1/100%
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/0%	0
	Economically Disadvantaged	1/100%	1/100%	100
	Students With Disabilities	1/100%	1/100%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/0%	0
	Economically Disadvantaged	1/100%	1/100%	0
	Students With Disabilities	1/100%	1/100%	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1/0%	0
	Economically Disadvantaged	0	1/100%	0
	Students With Disabilities	0	1/100%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1/0%	0
	Economically Disadvantaged	0	1/100%	0
	Students With Disabilities	0	1/100%	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0%	5/0%	7/0%
	Economically Disadvantaged	4/100%	5/100%	7/100%
	Students With Disabilities	4/100%	5/100%	7/100%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0%	5/0%	7/29%
	Economically Disadvantaged	4/100%	5/100%	7/100%
	Students With Disabilities	4/100%	5/100%	7/100%
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0%	3/33%	3/0%
	Economically Disadvantaged	4/100%	3/100%	3/100%
	Students With Disabilities	4/100%	3/66%	3/66%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0%	3/0%	4/0%
	Economically Disadvantaged	4/100%	3/100%	4/100%
	Students With Disabilities	4/100%	3/66%	4/75%
	English Language Learners	n/a	n/a	n/a
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			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/14%	8/13%	6/16%
	Economically Disadvantaged	7/100%	8/100%	6/100%
	Students With Disabilities	7/29%	8/25%	6/33%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/0%	10/10%	4/25%
	Economically Disadvantaged	8/100%	10/100%	4/100%
	Students With Disabilities	8/25%	10/30%	4/25%
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/11%	4/25%%	3/0%
	Economically Disadvantaged	9/100%	4/100%	3/100%
	Students With Disabilities	7/71%	5/75%	3/100%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/14%	5/0%	3/0%
	Economically Disadvantaged	7/100%	5/100%	3/100%
	Students With Disabilities	7/57%	5/80%	3/100%
	English Language Learners	00	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/0%	1/0%	1/0%
	Economically Disadvantaged	2/100%	1/100%	1/100%
	Students With Disabilities	2/100%	1/100%	1/100%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/0%	1/0%	1/0%
	Economically Disadvantaged	2/100%	1/00%	1/00%
	Students With Disabilities	2/200%	1/00%	1/100%
	English Language Learners	0	0	0
Grade				
	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

Grade				
	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
Grade				
	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

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	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
SWD				25							
FRL		8		23							
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

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	9
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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	28
Total Components for the Federal Index	3
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	
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	
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 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?

In review of the current EWS Indicators, 98% of students at Pathways Academy have two or more early warning indicators. Unfortunately, more than 80% of our students have a substantial reading deficiency, which reflects in the low scores on the FSA ELA and the fact that over 50% of our students have failed an ELA course. The current data is very similar to the last two years SIP report, which verifies the needs of our students.

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

Without question, our students' reading deficiency draws the largest concern and the focus for improvement. The data that supports that conclusion are the number of students (80%) who have a substantial reading deficiency, the number of students who have an ELA course failure (49%), and the number of students who have scored below three (3) on the FSA ELA (88%).

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

Some of the contributing factors to this need for improvement were the students' course history prior to arriving at Pathways Academy. Most of our students enrolled at Pathways have had previous course failures (which included ELA & Math); therefore, they arrive at Pathways deficient in critical academic skills. In addition, written assessments, such as Columbia Writes and the FSA Writing assessments revealed low language arts skills. The most driving factors have been the consistently low FSA ELA scores over the past years.

The new actions would involve a campus-wide focus on building ELA skills and reading proficiency. Utilizing MTSS strategies, the new interventions would include a deeper Core Focus on those skills (Tier 1), then after that, as we identify students based on i-Ready Diagnostic 1 who need more intensive interventions. Those students would be moved to small group (Tier 2) interventions and Tier 3 one-on-one interventions, as needed.

To support these new actions, the school is purchasing new textbooks for grade levels K-5, specifically designed for reading interventions. To also assist with the interventions, we have ordered through the school budget Universal Language Literacy Posters as a classroom resource to assist students in decoding words and recognizing vocabulary utilized in directions on standardized assessments. The school is also establishing an on-campus library for students. Out of the school budget, we are ordering high-interest reading books to add to the collection of books in our library.

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

Although our student population is very transient, students have shown consistent growth in the area of math on our FSA Math Assessments. Around 13% showed learning gains in math and about 8% showed learning gains on the Reading FSA.

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

Last year with our elementary side, students were involved in Read Naturally, a researched based reading intervention as a core base, and they also committed to phonics small groups several times a week. For our secondary students, we continued to work on creating positive learning environments and the use of incentives to motivate and encourage student engagement and learning.

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

This year, each secondary teacher will incorporate a weekly reading assignment with vocabulary that will be done in small groups to accommodate the diversity of reading levels and needs with our students. These additional reading small groups will involve discussion, critical thinking, and analysis. The groups will utilize three learning strategies: Project-based learning, Peer Teaching and Problem-based learning to accelerate learning and engagement. The elementary teachers will continue to utilize the Read Naturally Strategy and Phonics Interventions to build upon the foundations established last year.

In addition, for the 2021-2022 school year, secondary students (grades 9-12) will begin using Exact Path as a progress monitoring tool for Reading, English, and Math. In addition, for the 2021-2022 school year, all students eligible to take the Science, Civics, Biology, U.S. History, Algebra, or Geometry test will also take a Pre-Test in (September/Post-Test in February) using Columbia County's Performance Matters Tool in those subjects. We will utilize the data from those Pre/Post Test to better assess each students educational needs.

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.

Each week our faculty meets with either their teams or the administrative team to evaluate weekly success, weakness, evaluate goal progress, and determine what, if any adjustments are needed. In addition, those weekly meetings are also used for professional development training, and social and emotional staff support.

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

The weekly faculty meetings provide inspiration, problem-solving discussions, accountability, and emotional support to our staff. In addition, to those meetings, we have divided the staff and faculty into specific teams such as Elementary and Secondary, plus teams who are responsible for aspects of the Reading and Language Arts interventions. In addition, after-school tutoring will be made available to assist our secondary students in preparation for the ACT and/or SAT.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

In relation to the data, Pathways remains below the county and state averages. Over the last three years, however, Pathways behavioral incidents have trended downward. At the end of 2018-2019 school year, Pathways had over 200 incidents. The 2019-2020 school year concluded with about 150 behavioral incidents. The 2020- 2021 school year concluded with approximately 50 behavioral incidents.

Pathways greatest behavior and safety concerns encompass students assigned to attend Pathways that committed an offense while attending their home-zone school that was so threatening or dangerous that Columbia County's Threat Assessment Committee determined they could no longer attend their home zoned school, but instead are assigned to Pathways Academy. Many of these high-risk students have overwhelming psychological needs that our staff finds difficult to serve.

The school will utilize the knowledge and experience of our School Resource Officer and the SESIR's Reporting System to stay aware of what may be considered "Extremely dangerous or criminal behavior." In addition, we will work closely with the District's Behavioral Interventionist and Pathways Academy Intervention Specialist to monitor and counsel students, provide student interventions, and collaborate on classroom management techniques that will de-escalate potential problems.

In line with our Positive Behavior and Interventions and Support, we are utilizing Restorative Practice strategies to resolve student disagreements and to create a more connected classroom environment among students and between students and teachers.

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.

Pathways Academy has implemented a Positive Behavior and Intervention and Support strategy to create a safe, positive school campus and classrooms. We have provided resources (Sanford Harmony Social and Emotional Learning Skill Packets) for our homeroom teachers to provide positive and personal dialogue circles in the morning which encourage students to voice their emotions and concerns. Those classroom dialogues ensure students feel heard and provide an opportunity for students to express empathy toward one another. In addition, Pathways has implemented a consistent practice of offering restorative circles and conferences to build student connectivity and the conferences provide an avenue for students and teachers to resolve difficult challenges with one another. Staff are encouraged to move away from their desk and engage students in positive and encouraging conversations to build rapport.

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

Unfortunately, due to COVID restrictions, local community stakeholders are not able to physically be on campus. However, through their active involvement in our Student Advisory Council, consistent donations for activities and incentives, and their support, our stakeholders have remained an active part of our campus.-

Part V: Budget

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

Total:	\$0.00
--------	--------