

Gadsden County Schools

Gadsden Central Academy



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

Gadsden Central Academy

655 SOUTH STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Willie Jackson

Start Date for this Principal: 8/30/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
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* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gadsden Central's Mission is

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

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 8/30/2021, Willie Jackson

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

19

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

2

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

2

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	1	0	1	1	3	4	1	0	4	2	17
Attendance below 90 percent	0	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	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	1	3	3	3	3	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	3	3	3	3	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	1	0	1	1	1	1	1	0	1	1	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0

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	0	1	0	0	1	1	3

Date this data was collected or last updated

Monday 8/30/2021

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	2	2	0	1	0	0	7

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	0	0	0	0	0

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	1	1
Students retained two or more times	0	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					50%	61%		47%	60%
ELA Learning Gains					52%	59%		51%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement					57%	62%		57%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					46%	52%		47%	52%
Science Achievement					47%	56%		43%	57%
Social Studies Achievement					72%	78%		70%	77%

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
03	2021					
	2019	0%	37%	-37%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	41%	-41%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	40%	-40%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	33%	-33%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	34%	-34%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	25%	-25%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	50%	-50%	64%	-64%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	48%	-48%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	39%	-39%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	5%	-5%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	34%	-34%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	14%	-14%	57%	-57%

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

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	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	17
Total Components for the Federal Index	3
Percent Tested	74%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	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	10
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 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	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

N/A

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

N/A

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

N/A

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

Students enrolled at GCA have consistently performed below proficiency in ELA.

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

In order to accelerate learning, the school must identify and employ research-proven strategies that address the social-emotional needs of the population served.

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.

All persons assigned to Gadsden Central Academy will need to receive professional learning in (1) trauma-informed care, (2) cultural sensitivity, and (3) instructional strategies in the core academic areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Gadsden Central Academy is a separate day school and receives a rating based on two areas: ELA and Math learning gains. The area of focus is based on the school data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The student body will increase learning gains by 20% by the end of the 2021-2022 school term.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be determined by performance data from iReady through rigorous instruction to address the needs of the students.

Person responsible for monitoring outcome:

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced based strategy will be the implementation of the computer assisted instruction through iReady so that students' deficiencies are identified and remediated.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The iReady program is a researched based program for instructing and assisting students with reading and math deficiencies.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. iReady diagnostic will be administered three (3) times per year: beginning, middle, and end.
2. All students will receive 120 minutes of iReady instruction per week.
3. Teachers will monitor progress and adjust lessons as needed based on students' performance.
4. Additional assistance will be provided to students during small group and/or one to one sessions based on performance data.
5. Small group instruction using the core curriculum will be provided as well.

Person Responsible

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

No description entered

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Gadsden Central Academy is a separate day school and receives a rating based on two areas of ELA and Math leaning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The student body will increase learning gains by 20% by the end of the 2021-2022 school term.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be determined by performance data from iReady through rigorous instruction to address the needs of the students.

Person responsible for monitoring outcome:

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced based strategy will be the implementation of the computer assisted instruction through iReady so that students' deficiencies are identified and remediated.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The iReady program is a researched based program for instructing and assisting students with reading and math deficiencies.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. iReady diagnostic will be administered three (3) times per year: beginning, middle, and end.
2. All students will receive 120 minutes of iReady instruction per week.
3. Teachers will monitor progress and adjust lessons as needed based on students' performance.
4. Additional assistance will be provided to students during small group and/or one to one sessions based on performance data.
5. Small group instruction using the core curriculum will be provided as well.

Person Responsible

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Gadsden Central Academy is a separate day school for the district's exceptional education students; with an Individual Education Plan (IEP) and who exhibits emotional behavioral problems at their home schools. Students exhibit emotional behaviors due to trauma, developmental delayed, extreme home environments, etc. The social-emotional needs of our students are being met with assistance of several school district personnel and local agencies. Students receive counseling, mentoring and other services through various agencies at home as well as school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 30% of our students will receive and mental health support from in or around the county.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

For students with mental health needs, a referral will be made and parents will have to follow-up with the agency for services.

Person responsible for monitoring outcome:

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students receiving counseling, mentoring, and other services through the following agencies:

1. Exceptional Student Education district personnel (school psychologist, occupational therapist, speech/language therapist)
2. On-site mental health counselor
3. Apalachee Mental Health
4. Florida Therapist
5. Learning Alternative Behaviors
6. Department of Juvenile Justice
7. Capital City Youth Services

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale or selecting this specific strategy is based on the amount and level of outbursts made in class as well observable mental health issues.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting

the 41% threshold according to
the Federal Index.

#4. Other specifically relating to Career Development

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Career development is a lifelong process of self-exploration and awareness, continual acquisition of knowledge about the ever-changing world of work, and decision-making that our students desperately need.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 30% of the students will decide on a career in which to pursue after high school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructor will teach a career preparation class.

Person responsible for monitoring outcome:

LaRonda Frazier-Lee (frazier-leel@gcpsmail.com)

Gadsden Central Academy uses Career Cruisers, which is a exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This publication is available online through the Florida Department of Education. Students planning to enter college are encouraged to continue to take college entrance exams until they meet the requirements.

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

For students seeking higher education, all students beginning with tenth graders are given two waivers annually to register and take the ACT/SAT especially if they did not pass the ELA and Algebra I EOC upon administration during their freshman or sophomore year. Eleventh and twelfth graders are required to continue taking the PERT and national assessments until they are passed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students of disabilities need assistance with focusing on future goals and aspirations as it relate to careers.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of

the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Motivation, success, and feeling valued are what drives individuals, at any level and in any profession. In the school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our buildings. A positive school culture is having a consistent, shared vision for your school. School staff and students need to feel that they are being treated in the same manner as everyone else, regardless of their differences. The school has generated school and classroom rules, expectations, and leadership that will follow through consistently with discipline and consequences to create a sense of trust and support; for staff to feel as though they are supported to do their jobs well, and trust among all school constituents that the rules are followed and enforced consistently. Gadsden Central's Parent and Family Engagement Plan (PFEP) also, outlines how the school will build positive relationships with all stakeholders to fulfill the school's mission and support the needs of the students. This plan satisfies the parent engagement section of the School Improvement Plan.

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

Leaders model the behavior that is expected in the building. Instructors build relationships with students and parents to help foster a warm leaning environment. Instructors also provide positive behavior support for students to increase academics as well as provide breaks for students as needed. At this time, due to the nation-wide pandemic of COVID-19 and the Delta variant visitors are kept at a minimal on campus.