



---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>16</b>

## 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

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: Unsatisfactory
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan was approved by the Holmes County School Board on 10/25/2022.

### 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.**

The mission at the Graduation Assistance Program is to provide a quality educational program that is centered on preventing and reducing juvenile delinquency while providing an 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 vision is that all students can learn and succeed when provided a learning environment that meets their needs and interests.

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

The population of the Graduate Assistance Program (GAP) is unique in several areas. One area is that this population is ever changing. Students who attend the GAP due to falling behind in credits needed for graduation have the opportunity to return to their school of origin once they are on track. When these students return to their school of origin for graduation, it negatively impacts the attendance rate of the GAP.

Students placed at the GAP for discipline reasons are sometimes placed there for specific time frames and return to their school or origin, other students are assigned to complete their high school career. The GAP houses students in Grades 6 through 12, including SWD. As of today, 10/4/22, there is a population of 89 students. The largest number for any one grade level is 8th grade with 21 students. This population requires that multi-grade levels be taught is one class by one teacher.

### 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
Dixon, Ron	Director	The role of the 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.
Short, Pam	Curriculum Coordinator	The Curriculum Coordinator works directly with the Principals and teachers to ensure that Florida's B.E.S.T. standards are being taught; helps oversee curriculum changes and target needs; leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with data collection and analysis. The Curriculum Coordinator also oversees standards based testing and profess monitoring.
Russ, Ciara		The role of the Guidance Counselor is to work with students and staff to ensure that students are meeting graduation requirements, are enrolled in appropriate classes, provide college and career information to students, to counsel with students as necessary to meet the emotional, social, and educational needs of the students.
Cullifer, Kim	Social Worker	The role of the Social Worker for the Graduate Assistance Program is to work with students in the alternative setting to provide emotional, social, and educational support to students. The Social Worker will help students navigate social service assistance, meet with mental health counselors, provide support for homeless students, work with students and staff to ensure that educational goals are being met, and serve as an advocate for students when necessary.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

n/a

**Demographic Information**

**Principal start date**

Saturday 8/1/2015, Kim Cullifer

**Total number of students enrolled at the school.**

89

**Total number of teacher positions allocated to the school.**

6

**Number of teachers with professional teaching certificates?**

6

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

1

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

0

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

2

## Demographic Data

### Early Warning Systems

#### 2022-23

**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	5	13	21	19	16	14	1	89
Attendance below 90 percent	0	0	0	0	0	0	5	7	11	14	11	9	0	57
One or more suspensions	0	0	0	0	0	0	1	2	0	1	1	1	0	6
Course failure in ELA	0	0	0	0	0	0	0	1	2	3	2	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	10	13	11	12	7	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	12	13	13	7	4	0	50
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**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	1	7	10	11	11	4	0	44

**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	3	3	8	7	5	0	0	26
Students retained two or more times	0	0	0	0	0	0	2	4	3	4	3	3	0	19

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

Tuesday 10/4/2022

#### 2021-22 - 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	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	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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		59%	51%					52%	56%
ELA Learning Gains								44%	51%
ELA Lowest 25th Percentile								35%	42%
Math Achievement		37%	38%					24%	51%
Math Learning Gains								34%	48%
Math Lowest 25th Percentile								34%	45%
Science Achievement		32%	40%					58%	68%
Social Studies Achievement		34%	48%					56%	73%

**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	2022					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2022					
	2019	9%	51%	-42%	52%	-43%
Cohort Comparison		0%				
08	2022					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	61%	-61%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	73%	-63%	71%	-61%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	46%	-46%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	32%	-32%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
WHT	15	17		29							
FRL	14	15		27							
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						

### ESSA Data Review

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CSI
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	109
Total Components for the Federal Index	6
Percent Tested	84%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	

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	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

## Part III: Planning for Improvement

### 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 related to the Areas of Focus?**

Due to testing groups being less than 10 students, it is difficult to assess changes from year to year.

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

Due to testing groups being less than 10 students, it is difficult to assess changes from year to year.

**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?**

The greatest need is to develop an internal process for tracking data for groups of less than 10 students. Without access to real data, it is difficult to determine areas of strengths or weakness. Poor attendance is an obstacle to student performance.

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

Students come to the GAP one to two years behind their cohort and/or discipline issues. Lack of motivation, poor attendance, and lack of parental support are all factors that contribute to poor student achievement.

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

More support for overall student welfare: access to social service supports, mental health counseling, career counseling and job interview coaching, increased student attendance.

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

Professional Development will be provided in identifying signs of homelessness, how to implement MTSS with fidelity, implementing new B.E.S.T. standards in ELA and Mathematics.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus Description and Rationale:**

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

Based on the uniqueness of the educational needs and grade span of the GAP, professional development is difficult to deliver to these teachers in a manner that meets their specific needs to meet the educational needs of their students. Providing a method for professional development to be targeted to these teachers is an important piece of providing quality education to these students.

**Measurable Outcome:**

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

Student achievement will improve in ELA and Mathematics by 10% as evidenced on F.A.S.T. progress monitoring data.

**Monitoring:**

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

GAP Leadership Team will meet monthly to review progress monitoring data, attendance data, course completion data, requirements for students to return to their school of origin, student progress on online coursework, and student records to ensure that students are meeting course requirements for high school graduation. GAP Leadership Team will work with District Directors in the areas of Assessment, Attendance/Truancy, Students with Disabilities, and special student needs such as students who are homeless.

**Person responsible for monitoring outcome:**

Ron Dixon (dixonr@hdsb.org)

**Evidence-based Strategy:**

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

Teachers who do not receive relevant professional development are not as effective as others in delivering content.

**Rationale for Evidence-based Strategy:**

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

Professional development records for GAP personnel indicate that professional development is not being utilized.

**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.

ELA and Mathematics teachers will attend Professional Development for the new Florida B.E.S.T Standards. After attending professional development, teachers will have the opportunity to work with other subject areas in the district or with the District Curriculum Director to design ways that the benchmarks are being delivered to students. This will be done in whole group and small group by determining areas of weakness across the grade levels that can be addressed across the grade levels.

**Person Responsible**

Ron Dixon (dixonr@hdsb.org)

**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 ESSA subgroup impacted white, economically disadvantaged students, which is the majority of the school population. The GAP Leadership Team will meet monthly to evaluate data.

the 41% threshold according to the Federal Index.

## #2. Other specifically relating to Internal Data Collection

### Area of Focus Description and Rationale:

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

Due to less than 10 students in testing areas, data is not reported back to the school. For improvement to be made, data must be analyzed. The school will develop an internal procedure for tracking assessment data, attendance data, graduation data, etc. to determine areas in need of improvement.

### Measurable Outcome:

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

The school will have accurate data to make decisions regarding staff, curriculum, and other resources necessary for students in the alternative setting to reach their educational goals. Questions such as "what does success look like and how do we measure it?" will be defined and appropriate data collected to answer the question.

### Monitoring:

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

The procedures will be monitored and documented on an ongoing basis and will be a work in process for the 2022-2023 school year. Monthly meeting agendas, sign-in sheets, and meeting notes will be used to document these activities. Brief student and staff surveys will be conducted both formally and informally to gain insight into student and staff beliefs about alternative students abilities to meet educational requirements for graduation.

### Person responsible for monitoring outcome:

Ron Dixon (dixonr@hdsb.org)

### Evidence-based Strategy:

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

In order to make improvements, accurate data must be available to make the decisions necessary to achieve goals.

### Rationale for Evidence-based Strategy:

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

Without the ability to look at the numbers, success can not be measured.

### 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. Create an internal procedure for collecting data and documenting data.

### Person Responsible

Ron Dixon (dixonr@hdsb.org)

### 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.

While not directly tied to ESSA subgroups, this information is vital for the program to provide the educational resources needed for students to be successful.

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Student attendance is entered in the student information system, FOCUS, on a daily basis. This data will be analyzed on a weekly basis to determine students who are not attending school on a regular basis. The school will work closely with the District Truancy Officer to work with students and parents on the barriers causing students to be truant.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

School Improvement Plan will be posted on the GAP's webpage.

**Describe how implementation will be progress monitored.**

Monthly attendance reports will be analyzed by the School Leadership Team and District Truancy Officer. District Truancy Office will meet with the School Leadership Team on a monthly basis to develop strategies to increase student attendance.

**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.

Action Step	Person Responsible for Monitoring
1. Weekly attendance reports to Director	
2. Monthly attendance reports to School Leadership Team and District Truancy Officer	Dixon, Ron, dixonr@hdsb.org