

Columbia County School District

Pathways Academy



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	15
R.A.I.S.E	18
Positive Culture & Environment	20

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: I
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Columbia 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 Pathways Academy is to improve each 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 the application of emotional and social skills. Students, staff, and community members work cooperatively to build 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 designed to instill hope, produce results, and establish a culture that creates 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.

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

Pathways Academy is the K12 alternative school for Columbia County Schools. The school has been designed to educate students who have not been successful in regular schools, often because of behavior, disciplinary, and safety concerns. The Pathways Academy population mainly features students from the following subgroups: Students with Disabilities, Black/African American Students, White Students, and Economically Disadvantaged Students.

At Pathways Academy, there are many pathways to educate the unique student population. The alternate educational pathways are developed to meet the individual needs of each student. Most of our students arrive 2-3 grades behind their cohorts as compared to their peers. Pathways Academy has regular and special education programs and campus-wide behavior intervention programs. We also provide extra support through counseling, small group instruction, and tutoring.

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
Murphy, Makeba	Principal	<p>(1) Promote and maintain an educational environment where improving student outcomes is the primary focus.</p> <p>* (2) Provide educational leadership and support in the development and instructional delivery of all curricular programs for the school.</p> <p>* (3) Set high goals and standards of performance for self and others.</p> <p>* (4) Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives.</p> <p>* (5) Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making.</p> <p>(6) Enhance the decision-making capabilities of all school-based personnel.</p> <p>* (7) Function collaboratively with the School Improvement Team/SAC and district office to develop and implement a School Improvement Plan.</p> <p>* (8) Model collaborative planning and shared decision-making with staff, faculty and the School Improvement Team/SAC.</p> <p>(9) Establish and balance priorities through effective time management.</p> <p>(10) Utilize appropriate interpersonal styles that indicate a consideration for the feelings and needs of others and that guide individuals or groups toward task / goal accomplishment.</p> <p>(11) Convey confidence and engender respect through professional appearance and actions.</p> <p>*(12) Demonstrate readiness to make decisions, render judgments, take action, and commit oneself and assume full responsibility for those actions.</p> <p>(13) Maintain stable performance under pressure and / or opposition.</p> <p>(14) Establish procedures to monitor and / or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects.</p> <p>*(15) Encourage continuous personal and professional development for all staff members.</p> <p>*(16) Manage the operation of all activities and functions.</p> <p>*(17) Interview and select qualified personnel to be recommended for employment.</p> <p>*(18) Conduct performance appraisals and make reappointment recommendations for school personnel.</p> <p>*(19) Implement and administer negotiated employee contracts.</p> <p>*(20) Coordinate facility and support service requirements.</p> <p>*(21) Coordinate plant safety and facility inspections.</p> <p>*(22) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*(23) Establish and manage student accounting and attendance procedures.</p> <p>*(24) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(25) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(26) Coordinate the supervision of all extracurricular programs.</p> <p>*(27) Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events.</p> <p>*(28) Maintain visibility and accessibility on the school campus.</p> <p>*(29) Attend school-related activities and events.</p>
Palmer, Glenn	Administrative Support	<p>*(1) Assist in the development and implementation of the Positive Behavior System plan.</p> <p>*(2) Coach, model, mentor, and support school staff in behavioral modification best practices.</p> <p>(3) Help identify struggling students.</p> <p>*(4) Provide leadership in designing, implementing, and monitoring curriculum and/or behavioral interventions for struggling students.</p> <p>(5) Collaborate with the principal for administrative decisions related to behavior, attendance, and student discipline.</p> <p>(6) Assist in data analysis for planning intervention instruction and monitoring the school's ongoing progress toward meeting the state's performance standards.</p> <p>*(7) Use appropriate student behavior management techniques.</p> <p>(8) Participate in the implementation and/or design of a school-wide behavior management plan including discipline.</p> <p>(9) Advise students on appropriate school behavior and follow-up with parents and teachers on results.</p> <p>(10) Assist teachers as an additional resource for classroom management and appropriate student behavior, and provide teacher in-service as needed.</p> <p>(11) Conduct staff development activities related to student behavior-management.</p> <p>(12) Work directly with students concerning academic motivation strategies.</p> <p>*(13) Assist in enforcing school rules, administrative regulations, and Board policies.</p> <p>(14) Facilitate communication between school and district-level personnel.</p> <p>(15) Perform all other duties as assigned.</p> <p>(16) Maintain confidentiality of student and other professional information.</p> <p>(17) Foster student responsibility, appropriate social behavior, integrity, appreciation of cultural diversity, and respect for self and others by role modeling and learning activities.</p>

Name	Position Title	Job Duties and Responsibilities
Jeffers, Donna	Teacher, ESE	<p>* (1) Establish long and short-range plans based on student needs and district and state curriculum requirements.</p> <p>* (2) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.</p> <p>* (3) Plan and prepare work for students which is clear, compelling, and engaging.</p> <p>* (4) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.</p> <p>* (5) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>* (6) Assist in preparing for changing curriculum needs and continuous improvement.</p>
Wright, Shatouria	Behavior Specialist	<p>* (1) Provide assistance to administrators, teachers, and school-based leadership teams to facilitate the implementation of behavior interventions through the Multi-Tiered System of Supports (MTSS) at the school level.</p> <p>* (2) Conduct student academic assessments and interpret results.</p> <p>* (3) Develop and monitor school MTSS timeline and implementation plan, with fidelity.</p> <p>* (4) Prepare local, state, and federal reports.</p> <p>* (5) Monitor process to ensure compliance and adherence to federal regulation and state guidelines for behavioral supports.</p> <p>* (6) Compile, maintain, and review data related to students' individual behavior goals as required for the educational needs of children including students with disabilities.</p> <p>* (7) Support, through coaching, classroom teachers and school staff with behavior management skills and techniques for students with disabilities in self-contained classrooms.</p> <p>* (8) Train school staff in the implementation of behavioral interventions, behavior plans, data collection, and progress monitoring of student behaviors.</p> <p>* (9) Actively participates in and attends required meetings including FBA, BIP, and IEP meetings with behavior concerns.</p> <p>* (10) Perform other duties as assigned.</p>

Name	Position Title	Job Duties and Responsibilities
Bradley, Dekela	Teacher, K-12	<p>* (1) Establish long and short-range plans based on student needs and district and state curriculum requirements.</p> <p>* (2) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.</p> <p>* (3) Plan and prepare work for students which is clear, compelling, and engaging.</p> <p>* (4) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.</p> <p>* (5) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>* (6) Assist in preparing for changing curriculum needs and continuous improvement.</p>
Jones, Roderica	Teacher, K-12	<p>* (1) Establish long and short-range plans based on student needs and district and state curriculum requirements.</p> <p>* (2) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.</p> <p>* (3) Plan and prepare work for students which is clear, compelling, and engaging.</p> <p>* (4) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.</p> <p>* (5) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>* (6) Assist in preparing for changing curriculum needs and continuous improvement.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Edgenuity - For Secondary Students

Demographic Information**Principal start date**

Thursday 6/28/2018, Christie Michael

Total number of students enrolled at the school.

88

Total number of teacher positions allocated to the school.

10

Number of teachers with professional teaching certificates?

10

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

2

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.

1

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	1	1	3	0	8	3	11	16	3	7	10	3	66	
Attendance below 90 percent	0	0	0	2	0	1	0	7	9	3	2	6	0	30	
One or more suspensions	0	0	1	3	0	7	2	7	5	0	1	0	0	26	
Course failure in ELA	0	0	0	0	0	1	0	0	10	1	3	1	0	16	
Course failure in Math	0	0	0	0	0	1	0	1	9	2	2	1	0	16	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	0	5	2	6	15	2	7	9	2	49	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	5	2	5	14	2	6	5	0	40	
Number of students with a substantial reading deficiency	0	1	0	1	0	0	1	5	8	1	4	6	0	27	

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	3	0	5	1	7	14	2	4	7	0	43

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

Date this data was collected or last updated

Wednesday 10/12/2022

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	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	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		47%	51%					49%	56%
ELA Learning Gains								46%	51%
ELA Lowest 25th Percentile								30%	42%
Math Achievement		34%	38%					49%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains								47%	48%
Math Lowest 25th Percentile								35%	45%
Science Achievement		37%	40%					61%	68%
Social Studies Achievement		39%	48%					63%	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%	57%	-57%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	6%	54%	-48%	56%	-50%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	69%	-69%	55%	-55%
Cohort Comparison						
07	2022					
	2019	18%	63%	-45%	54%	-36%
Cohort Comparison		0%				
08	2022					
	2019	13%	36%	-23%	46%	-33%
Cohort Comparison		-18%				

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					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	6%	52%	-46%	48%	-42%
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	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	50%	-50%	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
SWD	25	20		11	17						
BLK	27			8							
WHT	20			10							
FRL	23	23		9	20		10				

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						

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	75
Total Components for the Federal Index	6
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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

Native American Students	
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	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
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	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	14
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?

Progress monitoring for academics was I-Ready, and for behaviors were the student daily behavior logs and referral data.

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

ELA Learning Gains showed the greatest improvement for the subgroup Economically Disadvantaged from 2021 to 2022. There was a 15% increase going from 8% in 2021 to 23% in 2022. Because of the unique student population at Pathways Academy, the staff, faculty, and administration have to work to remove the behavior barriers that exist with the students before students have the mindset to learn. Therefore, Pathways Academy is utilizing Restorative Justice Practices with our students. In addition to Restorative Practices, the school enacted a campus-wide positive behavior system that rewards positive student behaviors. The student's daily behavior logs and referral reports showed that student behaviors improved with fewer negative actions. The instructional practices employed at Pathways Academy are in line with the district's expectations and high-impact instructional strategies.

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?

Proficiency, learning gains, and lowest quartile learning gains in ELA and Math remain below state and district expectations. Students with Disabilities, Black, White, and Economically Disadvantaged subgroups remain an area of concern. Because the student population is small, many data components do not register. Both ELA and Math are the most problematic for our school. i-Ready and FSA scores were comparative in the outcomes of student achievement.

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

The student population is increasing. Students with early warning signs are also on the increase, and students with disabilities on campus have increased.

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

We are providing small group ELA interventions and for the first time after school tutoring.

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.

We have had district workshops on new curriculum implementation. Caleb Watkins, SRLD, did district-wide training, and Wonders Curriculum professional development.

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

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

Using the Federal Percent of Points Index, the following subgroups achieved a Level 3 or higher:

- 15% of White students;
- 18% of Students With Disabilities;
- 18% of Black/African American students;
- 14% of Economically Disadvantaged students.

These students scored below the Federal Percent of Points Index threshold of 41%.

Measurable Outcome:

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

Pathways Academy will increase the number of students scoring a level 3 or higher by 3%.

Monitoring:

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

FAST progress monitoring will be reviewed 3 times per year. Adjustments to instructional practices will be made accordingly.

Person responsible for monitoring outcome:

Makeba Murphy
(murphym@columbiak12.com)

Evidence-based Strategy:

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

LLI, I-Ready tool kit, SAVVAS curriculum, Wonders curriculum, and intervention materials.

Rationale for Evidence-based Strategy:

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

Available resources provided by our school district.

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. Meet with school staff to discuss the need and develop an implementation plan

Person Responsible

Makeba Murphy
(murphym@columbiak12.com)

2. Implement and Monitor the plan

Person Responsible

Glenn Palmer
(palmerg@columbiak12.com)

3. Evaluate the progress and determine additional actions and celebrate wins

Person Responsible

Glenn Palmer
(palmerg@columbiak12.com)

Pathways Academy teachers will participate in the following:

- Reading PD related to BEST Standards, 90-minute reading block, and foundational skills by Kaleb Watkins, SRLD.
- PLC's for Math BEST Standards with Missy Boswell and Brooke Bedenbaugh.

Person Responsible

Makeba Murphy
(murphym@columbiak12.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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 FSA, 78.2% of Pathways students scored less than a Level 3 on the FSA ELA in 2022. Moreover, there has been a decline in ELA assessments scores since 2019. Teachers have switched to a new evidenced-based curriculum, McGraw Hill Wonders Florida, for use with students K-2. In addition, classroom reading time and reading interventions have been increased to include multiple times per day and five days a week. The school has also received a small grant to host after school tutoring for students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 FSA, 78.2% of Pathways students scored less than a Level 3 on the FSA ELA in 2022. Moreover, there has been a decline in ELA assessments scores since 2019. Teachers have switched to a new evidenced-based curriculum, McGraw Hill Wonders Florida, for use with students 3-5. In addition, classroom reading time and reading interventions have been increased to include multiple times per day and five days a week. The school has also received a small grant to host after school tutoring for students.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

There will be a 20% increase in the area of Vocabulary

Grades 3-5: Measureable Outcome(s)

There will be a 20% increase in the area of Vocabulary

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Classwork
Formative Assessments
Teacher Observations

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Murphy, Makeba, murphym@columbiak12.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

McGraw Hill Wonders Florida

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Through well-designed lessons and guidance for high-level, high-quality discussions, McGraw Hill Wonders of Florida provides explicit, research-based lessons in vocabulary through complex literary and informational texts, focused on both the natural and social worlds.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
After school tutoring Weekly Assessments One teacher completed a Master's in Instructional Leadership One teacher is taking courses toward a Doctorate in Educational Leadership	Murphy, Makeba, murphym@columbiak12.com

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.

PBIS linked to classroom management strategies

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

Staff uses a daily log and accountability sheet to monitor individual student behaviors.

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

At the beginning of the school term posters with the School-wide Positive Behavior Expectations are posted in each classroom and in the Cafeteria. In addition, a positive reward system was developed to recognize positive behaviors. In addition, letters were sent home to parents to inform them of our behavior system plan.

Describe how implementation will be progress monitored.

Teachers report their daily behavior logs and each morning students with positive behaviors are given a shout-out on morning announcements.

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. Develop the positive behavioral expectations and posters	
2. Inform staff of new behavioral expectations and rewards	
3. Inform students of new behavioral expectations and rewards	Palmer, Glenn , palmerg@columbiak12.com
4. Implement program	
5. Evaluate program	