

Gadsden County Schools

Carter Parramore Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Carter Parramore Academy

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www.gadsdenschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

CPA/GCA will provide a learning environment that is safe and conducive for learning to develop students for college and/or careers.

Provide the school's vision statement.

CPA/GCA accomplishes the mission by customizing processes for advancement through compassion, guidance, and academic.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Jackson, Willie	Principal	<p>Knowledgeable and understanding of the unique needs and characteristics of students at the assigned school level. Ability to provide leadership and direction for the school. Ability to involve others in the decision-making process. Ability to prepare and manage the school's budget and allocated resources. Ability to read, interpret and enforce the State Board rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Ability to use effective interview techniques, coaching procedures, and evaluation procedures. Ability to enforce collective bargaining agreements. Ability to use effective public speaking skills, group dynamics, interaction skills, and problem-solving skills. Skills in personnel management and supervision techniques. Ability to communicate effectively orally and in writing. Ability to analyze and use data. Knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of students at the assigned school level.</p>
Gunn, Jeanne	School Counselor	<p>Ability to read, interpret and enforce State Board rules, Code of Ethics, School Board policies and appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel and assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to verbally communicate results of assessment and evaluation. Ability to consult with parents, school personnel and the public. Ability to maintain sensitivity to multicultural issues.</p>
Harrell, Frances	Administrative Support	<p>Broad knowledge of business machines. Computer proficiency. Good oral and written communication skills. Problem-solving skills. Quick learner. Confidentiality. Bookkeeping skills. Cooperation / teamwork. Organizational skills.</p>
Simpkins, Alzonetta	Teacher, ESE	<p>Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational</p>

Name	Position Title	Job Duties and Responsibilities
		<p>research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

CPA/GCA involve stakeholders through the implementation of a school advisory council (SAC) annual Title I meeting, and quarterly Parent EXPOs. School board policy requires all school to have an active SAC. CPA/GCA SAC consists of the appropriate mix of stakeholders. Please see the attached SAC roster. SAC meeting are held once a month (3rd Wednesday), the annual Title I meeting is held in September, and Parent EXPOs are held the first week after the end of each grading period. Stakeholders' input is attained mainly through the use of online surveys conducted at home and paper surveys conducted during SAC meetings and Parent EXPOs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed and adjusted two times during the school. The first review and adjustment will occur after progress monitoring 2 (PM2) and the second review and adjustment will occur after PM 3 results are available. The goal is not to revise the plan after each progress monitoring but to adjust the instruction if needed to ensure we are on track to achieve the goals. The adjustment of instruction practices/strategies will be entered into CIMS by the principal after the leadership make revisions.

Teachers conduct weekly data chats with students using weekly assessment results. Teachers participate in bi-weekly PLCs focusing on the four driving questions of PLCs. Question #1 is what is the instruction focus? Question #2 is what are the instruction strategies? Question #3 is how will we know when students have learned? Question #4 is how do we respond when students have not learned.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2017-18: F
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	3	3	4	10	
One or more suspensions	0	0	0	0	0	0	3	4	3	10	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	1	4	
Course failure in Math	0	0	0	0	0	0	2	2	3	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	6	6	16	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	5	4	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	5	6	6	17	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	4	4	11

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	1	4	3	5	34	
One or more suspensions	0	0	0	0	0	1	4	3	3	24	
Course failure in ELA	0	0	0	0	0	0	1	1	0	4	
Course failure in Math	0	0	0	0	0	0	1	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	4	8	37	
Level 1 on statewide Math assessment	0	0	0	0	0	0	5	5	7	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	6	7	39	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	5	6	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	1	4	3	5	13	
One or more suspensions	0	0	0	0	0	1	4	3	3	11	
Course failure in ELA	0	0	0	0	0	0	1	1	0	2	
Course failure in Math	0	0	0	0	0	0	1	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	4	8	16	
Level 1 on statewide Math assessment	0	0	0	0	0	0	5	5	7	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	6	7	17	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	5	6	15

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	32	53	6	33	55	3		
ELA Learning Gains				33			16		
ELA Lowest 25th Percentile									
Math Achievement*	7	33	55	0	39	42	0		
Math Learning Gains				16			12		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		20	52	4	33	54	0		
Social Studies Achievement*		38	68	7	43	59	5		
Middle School Acceleration		56	70		46	51			
Graduation Rate	49	70	74	57	27	50	27		
College and Career Acceleration	6	69	53	6	58	70			
ELP Progress		50	55		59	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	62
Total Components for the Federal Index	4
Percent Tested	55
Graduation Rate	49

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	129
Total Components for the Federal Index	8
Percent Tested	79
Graduation Rate	57

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	16	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL	16	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	18	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	18	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			7						49	6	
SWD												
ELL												
AMI												
ASN												
BLK	0			11						6	4	
HSP												
MUL												
PAC												
WHT												
FRL	0			11						7	4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	6	33		0	16		4	7		57	6	
SWD												
ELL												
AMI												
ASN												
BLK	6	35		0	18		6	13		59	8	
HSP												
MUL												
PAC												
WHT												
FRL	6	33		0	16		5	13		64	6	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	3	16		0	12		0	5		27		
SWD	0											
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	3	16		0	12		0	5		29		
HSP												
MUL												
PAC												
WHT												
FRL	3	13		0	9		0	5		25		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	32%	*	50%	*
05	2023 - Spring	*	24%	*	54%	*
07	2023 - Spring	*	28%	*	47%	*
08	2023 - Spring	0%	33%	-33%	47%	-47%
09	2023 - Spring	0%	27%	-27%	48%	-48%
06	2023 - Spring	*	25%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	35%	*	54%	*
07	2023 - Spring	*	38%	*	48%	*
08	2023 - Spring	18%	38%	-20%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	5%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	25%	-12%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	15%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	44%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	37%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	83%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement continues to be the lowest performing content area with on 6% of students scoring level 3 or above. Contributing facts include but are not limited to: lack of high performing experienced

teachers and inconsistent progress monitoring of student performance with interventions for struggling readers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA achievement showed the greatest decline (12%). Contributing facts include but are not limited to: lack of high performing experienced teachers and inconsistent progress monitoring of student performance with interventions for struggling readers and poor student attendance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement across all grade levels showed the greatest gap when compared to the state average. Contributing facts include but are not limited to: lack of high performing experienced teachers and inconsistent progress monitoring of student performance with interventions for struggling readers and poor student attendance. More than 50% of the students have substantial reading deficiencies and struggle with reading comprehension and literary analysis of grade level text.

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

Math Learning Gains showed the most improvement. During PLC, standards focused lessons were developed and implemented. Bi-weekly progress monitoring was conducted utilizing iReady.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with substantial reading deficiencies, attendance, behavior (suspensions) are a concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decreasing student reading deficiencies.
2. Decreasing the number of student absences
3. Decreasing the number of out of school suspensions.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

More than 50% of students have significant reading deficiencies. Differentiated instruction and intensive intervention aligned to the standards is needed to improve student achievement.

Measurable Outcome:

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

Increase ELA Learning Gains from 34% to 40% for the 2023-2024 school year.

Monitoring:

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

Bi-weekly PLCs analysis of progress monitoring data to inform instruction.

Person responsible for monitoring outcome:

Willie Jackson (jacksonwi@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will complete a minimum of 2 Achieve3000 articles each week to improve reading comprehension.

Small group instruction will occur at least 2 times per week aligned to the district pacing calendar.

Differentiated instruction using the Edgenuity platform to better meet the needs of mixed grade-level and ability groupings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Achieve3000 will allow students additional reading practice at their current readability level. As students show mastery, the program will increase rigor and increase students' reading Lexile level.

Small group instruction will allow students to engage with grade-level text with teacher support to facilitate comprehension.

Edgenuity platform will be utilized to provide differentiated learning opportunities for students during and after school

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Professional Development on the effective implementation of the Achieve3000 program.

Person Responsible: Willie Jackson (jacksonwi@gcpsmail.com)

By When: Teachers will receive professional development from the provider by 12/1/2023

Professional development on the implementation of Edgenuity to supplement face-to-face instruction.

Person Responsible: Willie Jackson (jacksonwi@gcpsmail.com)

By When: Teachers will receive professional development from the provider by 12/15/2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance

Measurable Outcome:

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

School will decrease the number of students with attendance below 90% by 50%

Monitoring:

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

Weekly attendance tracking

Person responsible for monitoring outcome:

Jeanne Gunn (gunnj@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School counselor will review student attendance weekly and contact parents for students who have more than 2 unexcused absences for the week.

Students missing more than 5 days within a marking period will be referred to the Attendance intervention Team.

Students with 90% attendance or higher for each quarter will receive a reward.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

More than 50% of students have an attendance rate below 90%.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Quarterly Attendance Celebrations for students who have 90% or higher attendance.

Person Responsible: Jeanne Gunn (gunnj@gcpsmail.com)

By When: At the end of each marking period.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Step 1: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2023-2024 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, etc, will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The plan will be shared with stakeholders at quarterly informational meetings along with corresponding progress monitoring data. Parents will have an opportunity to ask questions and provide input.

A copy of the plan will remain posted on the school website for review. A copy of the plan will be provided to the stakeholders upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

School Flyers

Parent/teacher conferences

Superintendent's Community Meeting Initiative

Focus messaging system along with email, telephone calls, and letters to parents.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Weekly PLC and collaborative planning time with teachers led by the principal.

Small group teacher led instruction a minimum of 2x per week

Utilize the core curriculum with fidelity.

Opportunities for students to earn industry certification.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Collaborative partnership agreement with Gadsden Technical Institute to provide adult education programs toward industry certification for students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling and mentoring services are provided based on student needs in collaboration with outside community agencies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Post secondary readiness planning meeting with school counselor, students and parents to discussion opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

School will attempt to implement a school-wide PBIS framework.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Early Release Days are incorporated into the school district calendar to provide professional development for faculty and staff based on needs assessment.

Teacher and Leadership Academies were conducted through the office of Professional Development to build capacity based on needs assessment.

Partnership with the Panhandle Area Education Consortium (PAEC) to provide additional professional development opportunities teacher may self-select.

District teacher recruitment/retention bonus program

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0231 - Carter Parramore Academy	UniSIG		\$15,000.00
			<i>Notes: Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence</i>			
	6400	120	0231 - Carter Parramore Academy	UniSIG		\$8,400.00
			<i>Notes: Teachers of ELA, Math, Science, and Social Studies will be compensated two days a week(one hour each day), Monday-Thursday to plan weekly standards-based instruction and intervention at \$35/hr beyond their regular contracted hours (8 teachers x 2 hours x 15 weeks x \$35/hr)</i>			
	5100	510	0231 - Carter Parramore Academy	UniSIG		\$6,600.00
			<i>Notes: Instructional material such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters,</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0231 - Carter Parramore Academy	UniSIG		\$2,500.00
			<i>Notes: Materials, Supplies, to promote parent attendance and participation. Parents will attend 4 parent nights throughout the year for information on B.E.S.T standards, understanding student data and grade level requirements, progress monitoring, and make and take nights to promote learning at home and school.</i>			
	5100	510	0231 - Carter Parramore Academy	UniSIG		\$5,000.00
			<i>Notes: Purchase a curriculum that teaches character development and decision-making to develop positive life habits.</i>			
	6300	311	0231 - Carter Parramore Academy	UniSIG		\$10,000.00
			<i>Notes: Contracted Services for behavior support during the regular school day to support students exhibiting behaviors that harmful to themselves and others</i>			
Total:						\$47,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes