# GRETCHEN EVERHART SCHOOL



# 2024-25 Schoolwide Improvement Plan

# Table of Contents

# School Board Approval

This plan has not yet been approved by the Leon County School Board.

# 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 parents), 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://cims2.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) | |
| I.E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review | | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

**Provide the school's mission statement**

Gretchen Everhart School
Where EVERYONE is EXCEPTIONAL!

Striving for quality of life,
one student, one success at a time.

**Provide the school's vision statement**

We believe that each individual is unique, differing from all others in types of attributes and degree of endowment.  Each individual should be allowed to grow and develop to his/her greatest potential intellectually, physically, socially, and emotionally.

We believe that educational programming should be designed to meet the needs of each student as an individual rather than trying to fit the student into already established programs.  We believe that it is the joint responsibility of the home, school, and community to cooperatively provide the environment and experiences to enable each individual to develop his/her maximum potential.

## B. School Leadership Team

**School Leadership Team**
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

**Employee's Name**
Jane Floyd Bullen

**Position Title**
Principal

**Job Duties and Responsibilities**

The Principal facilitates the work of the School Advisory Council and oversees the implementation of the School Improvement Plan.  The Principal delegates tasks to the appropriate individuals and monitors the completion of tasks.  The Principal, with the help of key stakeholders determines the

needs of the school, develops the School Improvement Plan, monitors and reports the progress of the school in meeting the goals. The Principal helps the school with the ongoing work of continual school improvement.

## Leadership Team Member #2

**Employee's Name**
Caressa Nee

**Position Title**
SITE Facilitator

**Job Duties and Responsibilities**

Caressa Nee is the SITE Facilitator. She facilitates the monthly meeting of the SITE committee which is comprised of members from each department. As the SITE Facilitator she assists the Principal in continual work on ongoing school improvement through the identification of needs and solutions with input from all stakeholders.

## Leadership Team Member #3

**Employee's Name**
Zellanye Hutchins

**Position Title**
Professional Learning Advocate / High School Department Head / SAC Representative

**Job Duties and Responsibilities**

Zellanye Hutchins serves as the Learning Advocate (Staff Development) representative for the school and also serves on the Curriculum Committee. In her role as both a professional learning and curriculum committee member she helps the school determine professional development activities and appropriate curriculum and materials that will help the school meet the instructional needs of the students and the goals of the School Improvement Plan. Zellanye also serves as the High School Department Chair and represents the department on SITE. She serves on district committees which helps inform the work of the school based on her knowledge of state and district initiatives.

## Leadership Team Member #4

**Employee's Name**
Kristy Ward

**Position Title**
Assistant Princpal

**Job Duties and Responsibilities**

The Assistant Principal helps assist the Principal in the facilitation of the work of the school in identifying and meeting the needs of the school through the School Improvement Plan. The Assistant Principal helps monitor the completion of tasks and is a key stakeholder. The AP helps monitor and report the progress of the school in meeting the goals and helps the school with the ongoing work of continual school improvement.

## Leadership Team Member #5

**Employee's Name**
Jessica Parker

**Position Title**
Technology Specialist

### Job Duties and Responsibilities

Jessica Parker is the Technology Specialist. She helps the school utilize the technology needed to help students make progress and to help staff best meet the needs of the school and students. The Instructional Technology Support person helps along with the technology committee and SITE to determine the ongoing needs of the school and allocates time and resources accordingly.

## Leadership Team Member #6

**Employee's Name**
Lori Thompson

**Position Title**
Guidance Counselor / Social Worker

### Job Duties and Responsibilities

Lori Thompson is the guidance counselor and helps us make sure we meet the needs of the students and their families by having the supports they need in place at school. She coordinates Problem Solving Team meetings and the School Threat Assessment Team. She facilitates meetings with families and other counties to make sure information and supports are put in place when needed.

## Leadership Team Member #7

**Employee's Name**
Michael Williams

**Position Title**
Behavior Specialist / SAC Representative

### Job Duties and Responsibilities

Michael Williams works in collaboration with the Behavior Staff and school staff to make sure the

behavioral needs of students are met school wide.  He provides training and enters behavioral data to help inform the school on behavioral decisions.  He is a trainer of TEACH and also serves on the School Advisory Council.

## Leadership Team Member #8

**Employee's Name**
Thea Watt

**Position Title**
Elementary Department Head

**Job Duties and Responsibilities**

Thea Watt serves as the Elementary Department Chair and represents the department on SITE.

## Leadership Team Member #9

**Employee's Name**
Joi Bennett

**Position Title**
Middle School Department Head

**Job Duties and Responsibilities**

Joi Bennett serves as the Middle School  Department Chair and represents the department on SITE.

## Leadership Team Member #10

**Employee's Name**
Emily Grizzle - Malgrat

**Position Title**
Transition Department Head

**Job Duties and Responsibilities**

Emily Grizzle-Malgrat serves as the Transition Department Chair and represents the department on SITE.

## Leadership Team Member #11

**Employee's Name**
Vicky Droze

**Position Title**
Special Area Department Head

**Job Duties and Responsibilities**

Vicky Droze serves as the Special Area Department Chair and represents the department on SITE.

# C. Stakeholder Involvement and Monitoring

**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. *(ESEA 1114(b)(2))*

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

Gretchen Everhart School presents the progress on SIP goals to the school staff and School Advisory Council mid year and then at the end of the year. The progress on state assessment is tabulated and shared with teachers and SAC to help determine new targets for goals for the upcoming year. Proposed goals are shared with the school SITE Team for input. with teachers and then in a Public Hearing with parents, staff, and community members. The recommendations are then shared with the SAC who then votes on the goals for the next year.

**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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The school leadership team along with school staff will monitor achievement of students on a quarterly basis. Monthly monitoring of progress also takes place during navigational meetings with departments along with the instructional support teacher, Assistant Principal and Principal.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **COMBINATION**<br>**PK-12** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **SPECIAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **NO** |
| **2023-24 MINORITY RATE** | |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **NO** |
| **2023-24 ESSA IDENTIFICATION**<br>*UPDATED AS OF 7/25/2024 | |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | |
| **SCHOOL GRADES HISTORY**<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24:**<br>**2022-23: ***<br>**2021-22: UNSATISFACTORY**<br>**2020-21:**<br>**2019-20:** |

# E. Early Warning Systems

## 1. Grades K-8

**Current Year 2024-25**

Using 2023-24 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 school days | 0 | 0 | 0 | 1 | 3 | 3 | 4 | 3 | 2 | 16 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 5 | 6 | 6 | 6 | 27 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 4 | 5 | 6 | 6 | 6 | 27 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0 | 0 | 0 | 0 | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 0 | 0 | 0 | 4 | | | | | 4 |

**Current Year 2024-25**

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 | 3 | 3 | 3 | 3 | 2 | 14 |

**Current Year 2024-25**

Using the table above, complete the table below with the number of students 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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Prior Year (2023-24) As Last 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 school days | | | | 1 | | 2 | 2 | 1 | | 6 |
| One or more suspensions | | | | | | | | | | 0 |
| Course failure in ELA | | | | | | | | | | 0 |
| Course failure in Math | | | | | | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | 4 | 2 | 7 | 5 | 4 | 22 |
| Level 1 on statewide Math assessment | | | | | 4 | 2 | 7 | 5 | 4 | 22 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | 1 | 3 | | | | | | | 24 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

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 | | | | | | 2 | 1 | 1 | 1 | 5 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | | | | 0 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

**Current Year (2024-25)**

Using 2023-24 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 |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | 1 | 2 | 2 | 15 | 20 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide ELA assessment | 5 | 5 | 6 | 0 | 16 |
| Level 1 on statewide Algebra assessment | 5 | 0 | 0 | 0 | 5 |

**Current Year (2024-25)**

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 |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 5 | 2 | 2 | 0 | 9 |

**Current Year (2024-25)**

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | 0 | 0 | 0 | 4 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 2 |

## II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 46 | 58 | | 3 | 45 | 53 | 4 | 46 | 55 |
| ELA Grade 3 Achievement ** | 48 | 59 | | | 48 | 56 | | | |
| ELA Learning Gains | 52 | 59 | | | | | 27 | | |
| ELA Learning Gains Lowest 25% | 47 | 54 | | | | | | | |
| Math Achievement * | 44 | 59 | | 6 | 44 | 55 | 3 | 40 | 42 |
| Math Learning Gains | 53 | 61 | | | | | 13 | | |
| Math Learning Gains Lowest 25% | 49 | 56 | | | | | | | |
| Science Achievement * | 39 | 54 | | 0 | 39 | 52 | | 43 | 54 |
| Social Studies Achievement * | 72 | 72 | | | 55 | 68 | | 52 | 59 |
| Graduation Rate | 48 | 71 | | 92 | 52 | 74 | 90 | 39 | 50 |
| Middle School Acceleration | 57 | 71 | | | 55 | 70 | | 42 | 51 |
| College and Career Readiness | 38 | 54 | | 0 | 23 | 53 | | 48 | 70 |
| ELP Progress | 58 | 59 | | | 56 | 55 | | 65 | 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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| **2023-24 ESSA FPPI** |
|:---:|

> Data for 2023-24 had not been loaded to CIMS at time of printing.

| **ESSA OVERALL FPPI HISTORY** | | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| **2023-24** | **2022-23** | **2021-22** | **2020-21** | **2019-20*** | **2018-19** | **2017-18** |
| | 20% | 27% | 14% | | 17% | 9% |

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| 2023-24 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% |

> No ESSA data found for this school and year

| 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% |
| Students With Disabilities | 20% | Yes | 4 | 4 |
| Black/African American Students | 8% | Yes | 4 | 4 |
| White Students | 3% | Yes | 4 | 4 |
| Economically Disadvantaged Students | 9% | 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%** |
| Students With Disabilities | 27% | Yes | 3 | 3 |
| English Language Learners | | | | |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African American Students | 22% | Yes | 3 | 3 |
| Hispanic Students | | | | |
| Multiracial Students | | | | |
| Pacific Islander Students | | | | |
| White Students | 3% | Yes | 3 | 3 |
| Economically Disadvantaged Students | 0% | Yes | 3 | 3 |

# D. 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

| | ELA ACH. | GRADE 3 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 | 3% | | 6% | | 6% | | | 0% | | 92% | 92% | 0% | |
| Students With Disabilities | 3% | | | | 6% | | | 0% | | | | | |
| Black/African American Students | 8% | | | | 8% | | | | | | 92% | 0% | |
| White Students | 0% | | | | 6% | | | | | | | | |
| Economically Disadvantaged Students | 9% | | | | 9% | | | | | | | | |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 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 | 4% | | 27% | | 3% | 13% | | | | 90% | | | |
| Students With Disabilities | 4% | | 27% | | 3% | 13% | | | | | 90% | | |
| English Language Learners | | | | | | | | | | | | | |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 9% | | 50% | | 8% | | | | | | | | |
| Hispanic Students | | | | | | | | | | | | | |
| Multiracial Students | | | | | | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 0% | | 10% | | 0% | | | | | | | | |
| Economically Disadvantaged Students | | | | | 0% | | | | | | | | |

# E. 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.

> There is no assessment data available for this school.

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

**Most Improvement**

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

100% of the students assessed on the FSAA in Science met the goal we had set. 100% of the students tested in science correctly answered 5 or more items out of the 16 items assessed. 29% scored a level 3 in science.

The school made sure classrooms had the materials they needed for science. The hands on and concrete materials are very helpful to have for our students. A number of students were assessed on FSAA Datafolio which is a more appropriate assessment for most of our students.

**Lowest Performance**

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

The school scored the lowest in ELA. 47% of the students that were tested maintained or improved skill levels on Task 1. We did have 12 students sore a Level 2 and 5 students scored a Level 3.

Students on the FSAA Datafolio assessment score higher than those on performance task. We are going to work this next year on better ways to progress monitor our students in reading. The content that students are tested on isn't necessarily what they are taught during the year. We are going to concentrate on comprehension in the area of reading since that seems to be an essential component that is assessed and helps students achieve success in reading.

**Greatest Decline**

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

ELA showed the greatest decline from 71% to 47%. Not really sure how to account for the decline other than the students that attend Everhart are usually students with the most significant needs and the lowest potential. Our enrollment has dropped but the students that do enroll are generally lower functioning, haven't received quality instruction partly due to behavioral challenges that have impeded their progress in all areas.

**Greatest Gap**

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.

N/A

**EWS Areas of Concern**

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

We are concerned about attendance and the high percentage of unexcused absences.  We recognize that our students may be absent due to medical needs and appointments that require out of town travel.  We want to work with parents on documenting reasons for absences and help those families that  have unexcused absences to recognize the need to have their child in school.

**Highest Priorities**

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

1. Attendance
2. Behavior
3. ELA
4. Math
5. Science

# B. Area(s) of Focus (Instructional Practices)

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

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

47% of the students that were tested maintained or improved skill level on Task 1 in the area of ELA. 12 students scored a Level 2 and 5 students scored a Level 3 (40% of the 42 tested).

This was a drop from the previous year where 71% of the students that were tested maintained or improved skill level on Task 1 in the area of ELA.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

75% of the students that are tested will maintain or improve skill level on Task 1 on FSAA Performance Task assessment or will score 2 or higher if tested with FSAA Datafolio.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored through monthly navigational meetings and monthly progress monitoring tools.

### Person responsible for monitoring outcome

Zellanye Hutchins, Reading and Instructional Coach

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Use of adapted grade level appropriate reading materials and use of evidence based practices when providing instruction. Use of improved progress monitoring tools.

**Rationale:**
Evidence from DOE and the state ACCESS Project in addition to research and collaboration with FSU.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Teachers will provide reading instruction with fidelity using a variety of school / district / state endorsed curriculum and strategies leading to increased student performance. Teachers/staff will use evidence based practices to provide instruction.

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Zellanye Hutchins | May, 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Use of Unique Learning Systems Curriculum Use of Attainment Reading curriculum Use of individualized appropriate curriculums based on student needs Use of evidence based strategies in providing instruction Use of improved progress monitoring tools

# Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale**
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

64% of the students that were tested maintained or improved skill level on Task 1 of the FSAA .this past year.
This was a slight drop from the previous year where 70% of the students that were tested maintained or improved skill level on Task 1.

**Measurable Outcome**
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

75% of the students that are tested will maintain or improve skill level on Task 1 on FSAA Performance Task or will score 2 or higher if tested with FSAA Datafolio.

T

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored through monthly navigational meetings and monthly progress monitoring tools.

## Person responsible for monitoring outcome

Jane Floyd Bullen

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Teachers will discover and use additional resources and strategies and effective ways to progress monitor achievement in the area of math from the Access Project, collaboration with FSU and research leading to improved scores on the state assessment.

**Rationale:**
Effective instruction on access points requires specialized resources and strategies. The ALCOT will help drive the use of evidence based practices in instruction.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

## Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Teachers will discover and use additional resources and strategies and effective ways to progress monitor achievement in the area of math leading to improved scores on the state assessments.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Zellanye Hutchins | May, 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will use the resources made available through our district, state Access Project and FSU and will collaborate with others through training, peer observations, and navigational meetings to best provide instruction in math using a variety of materials and strategies.

# Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

100% of our students assessed in science correctly answered 5 or more items out of the 16 items assessed. 29% of the students scored a level 3. (4 out of the 14 tested).

The students tested in science change each year since they are the students who are in 5th, 8th and high school based on the science class they are enrolled in.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of the students tested in science will correctly answer 5 or more items (30% accuracy) out of the 16 items assessed on FSAA Performance Task or will score a 2 or higher if assessed using the FSAA Datafolio assessment.

40% of the students assessed in science will score a Level 3.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored through monthly navigational meetings and monthly progress monitoring tools.

### Person responsible for monitoring outcome
Jane Floyd Bullen

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Use of specialized curriculum that present adapted grade level content.

**Rationale:**
Resources used are recommended by DOE Access Project, district curriculum developer and other

special education center school principals in the state of Florida.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Teachers will collaborate with others through training, peer observations and navigational meetings to best provide instruction in science using a variety of materials and strategies.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Jane Floyd Bullen | May, 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The curriculum committee will solicit input from teachers on the key materials needed to best provide instruction and will work to obtain those items for each classroom.


# IV. Positive Culture and Environment

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PBIS is linked to individual classroom management strategies and school wide systems.  Every staff member at Everhart is fully implementing PBIS.  We are currently a Silver Level Model School in the state of Florida and have applied to be considered a Platinum level school.  Behavior drastically impacts the day to day instruction for students and increased success in behavioral strategies will impact student achievement in all areas.

**Measurable Outcome**
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of the classroom staff that work for the entire school year will be trained in behavioral procedures.  95% of the staff are trained in CPI.

We want to maintain our current status that 100% of the staff that work for the entire school year will be trained in behavioral procedures to include student specific training. We want 100% of the staff to be trained in CPI and training in TEACH for those staff that are identified as members of response teams requiring that training.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Behavioral data will be shared with staff monthly

The Problem Solving Team is involved in determining when additional evaluations and supports may need to be put in place and involves all of the key stakeholders
.
Behavioral Case Management meetings will be held at least twice a month and on an as needed basis to review progress on action steps and involves key stakeholders.

Behavioral data is share with guardians when requested in addition to every nine weeks and when a new Individual Education Plan is developed.

## Person responsible for monitoring outcome
Jane Floyd Bullen and PBIS Committee

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Positive Behavior and Intervention Supports PBIS Team review data and interventions school wide Use of Social Skills instruction Implementation of FBAs and BIPs CPI and TEACH training for all staff Individualized training and monitoring for staff on individual plans

**Rationale:**
The above evidence based interventions are recommended practices in the field of exceptional student education. The school has maintained their status as a model school in the state of Florida in the implementation of PBIS.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

## Action Steps to Implement:

**Action Step #1**

**Person Monitoring:**                                   **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# Area of Focus #2

Student Attendance

## Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing student attendance is a district and state priority.

We are concerned about attendance and the high percentage of unexcused absences. We recognize that our students may be absent due to medical needs and appointments that require out of town travel. We want to work with parents on documenting reasons for absences and help those families that have unexcused absences to recognize the need to have their child in school.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

75% of the absences for students will be excused absences.

Our average daily attendance school wide is 87.78%. 48% of the absences were considered excused and 52% of the absences were considered unexcused.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

An attendance committee will meet monthly to review attendance data and come up with strategies to increase attendance for students who have excessive absences and tardies.

## Person responsible for monitoring outcome

Kristy Ward / Attendance Committee

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
The school will provide a template for families to document the reason for the absence. The committee will review attendance monthly and determine if there are unmet needs for students/ families which is contributing to attendance problems. Teachers will make contact with students' families after two days of absences and will document that contact in FOCUS. The attendance secretary will provide timely letter logging

**Rationale:**
If the school stays in continual contact with families in a meaningful way we feel unexcused absences will decrease.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

**Action Step #1**

**Person Monitoring:**                                   **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# V. Title I Requirements (optional)

# A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**
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. (ESEA 1114(b)(4))

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

No Answer Entered

**Positive Relationships With Parents, Families and other Community Stakeholders**
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

**Plans to Strengthen the Academic Program**
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

**How Plan is Developed**
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

### Strategies to Assist Preschool Children

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

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

**Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

# VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.                                    **No**

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|---|
| Plan Budget Total | | | | | 0.00 |