AGENDA

SCHOOL BOARD WORKSHOP

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

October 16, 2023

5:00 P.M.

THIS WORKSHOP IS OPEN TO THE PUBLIC

1.   CALL TO ORDER

2.   OPENING PRAYER

3.   PLEDGE OF ALLEGIANCE

      ITEMS FOR DISCUSSION

4.   ESSER 2 & 3 Funding Update

5.   PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #3**

      a.   Personnel 2023 - 2024

6.   AGREEMENT/CONTRACT/PROJECT APPLICATIONS

      a.   Request Approval of Bid/Contract – **SEE PAGE #6**

            Fund Source: ESSER II
            Amount: $65,280.00

      b.   Purchase of School Buses – **SEE PAGE #51**

            Fund Source: Capital Outlay
            Amount: $437,193.00

      c.   Vehicle Purchase from Coggin Toyota at the Avenues and Gadsden County School Board – **SEE PAGE #53**

            Fund Source: K-12 American Rescue (IDEA)
            Amount: $52,013.74

7.   SCHOOL FACILITY/PROPERTY

      a.   Discretionary One-half Cent Capital Outlay Surtax Ballot Resolution
            SEE PAGE #56

            Fund Source: N/A
            Amount: N/A

8. EDUCATIONAL ISSUES

    a.   Gadsden County High School Marching Band and Dancers Field Trip Request **SEE PAGE #63**

        Fund Source: N/A
        Amount: N/A

    b.   School Safety-Reunification Plan – **SEE PAGE #74**

        Fund Source: No Cost to the District
        Amount: N/A

    c.   2023 – 2024 School Improvement Plans – **SEE PAGE #116**

        Fund Source: N/A
        Amount: N/A

9. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

10. SCHOOL BOARD REQUESTS AND CONCERNS

11. ADJOURNMENT

THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools
35 Martin Luther King, Jr. Blvd Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.GadsdenSchools.org

October 24, 2023

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2023-2024

The following reflects the total number of full-time employees in this school district for the 2023-2024 school term, as of October 16, 2023.

Description Per DOE Classification	DOE Object#	#Employees October 2023
Classroom Teachers and Other Certified	120 & 130	305.00
Administrators	110	57.00
Non-Instructional	150, 160, & 170	380.00
		742.00
Part Time Instructional		2.00
Part Time Non Instructional		3.00
Total		5.00
100% Grant Funded		240.00
Split Grant Funded		16.00
Total Grant Funded of 742 Employees		256.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2023/2024

INSTRUCTIONAL

Name	Location	Position	Effective Date
Brannon, Jada	HMS	Teacher	10/04/2023
Brown, Kyaira	GEMS	Teacher	09/18/2023
Hobbs, Charles	HMS	Teacher	10/03/2023
Johnson, Tyree	GTC	Teacher	09/19/2023
Sanger, Corelia	FSH	Teacher	09/20/2023

NON INSTRUCTIONAL

Name	Location	Position	Effective Date
Bell, David	District	School Safety Guardian	10/02/2023
Bradford, Jamal	WGMS	Educational Paraprofessional	10/02/2023
Bush, Florence	GEMS	PT Secretary	09/12/2023
Carter, Karen	Transportation	Bus Aide	10/02/2023
Fields, Demond**	JASMS	Custodial Assistant	08/01/2023
Gordon, Petula	GTC	Educational Paraprofessional	09/18/2023
Hebert, Lauran	GBES	Educational Paraprofessional	09/18/2023
Henderson, Alaysha	PreK/Headstart	PreK Program Assistant	10/02/2023
Henderson, Melvin	GCHS	Educational Paraprofessional	10/04/2023
Hicks, Jhamycianna	JASMS	ESE Self-Help Aide	10/04/2023
Jordan, Shontel	Transportation	Vehicle Mechanic II	10/02/2023
Luevano, Vianca	ELL Office	PT Educational Paraprofessional	10/09/2023
Simmons-Russ, Catina	District	Dropout Prevention Coordinator	09/25/2023
Smith, Jazzalyn	JASMS	ESE Self-Help Aide	09/19/2023
Thomas, Tarmeka	GWM	Educational Paraprofessional	10/03/2023

** Corrected date from August 22, 2023 board meeting

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

Name	Location/Position	Beginning Date	End Date
Davis, Javad	GBES/Teacher	08/03/2023	05/29/2024
Davis, Torrey	GWM/Teacher	08/03/2023	05/29/2024
Salter, Jasmine	WGMS/Teacher	08/14/2023	09/29/2023
Shaw, Ahmiyah	HMS/Secretary	07/18/2023	09/08/2023
Varnado, Jazmine	District/ESE/ School Social Worker	09/13/2023	10/31/2023
Thomas, Barbara	GCHS/Ed. Paraprofessional	08/23/2023	10/05/2023

RESIGNATION

Name	Location	Position	Effective Date
Bradwell, Kurk	District	School Safety Guardian	10/13/2023
Hart, Janice	HMS	Teacher	09/27/2023
Henderson, Alaysha*	SSES	Educational Paraprofessional	09/29/2023
Koller, Bryan	JASMS	Teacher	09/29/2023
Smith, Kathryn	GTC	PT Teacher	09/28/2023
Simmons-Russ, Catina*	JASMS	Teacher	09/22/2023
Lamb, Kristy	SSES	Teacher	09/14/2023
Maldonado, Yuliza	JASMS	Educational Paraprofessional	10/12/2023
Villegas, Evelyn	JASMS	Educational Paraprofessional	10/11/2023
Walker, Anthony	Transportation	Bus Driver	10/09/2023
Williams, Latoya	SSES	Teacher	10/13/2023

*Resigned to accept another position within the District

TRANSFERS **Name**	**Location/Position** **Transferring From**	**Location/Position** **Transferring To**	**Effective Date**

TERMINATIONS **Name**	**Location**	**Position**	**Effective Date**

DROP EXTENSION **Name**	**Location/Position**	**DROP Ends**	**DROP Extension**
Rittman- Jackson, Debra	Transportation/Admin Asst.	10/31/2023	10/31/2026

DROP RETIREMENT **Name**	**Location**	**Position**	**Effective Date**
Jackson, Rosemary**	Transportation	Bus Aide	09/01/2023

** Corrected date from August 22, 2023 board meeting

RETIREMENT **Name**	**Location**	**Position**	**Effective Date**

OUT OF FIELD **Name**	**Location**	**Area out of Field**	**Number of Periods**
Brown, Kyaira	GEMS	Gifted	All Periods
Sanger, Corelia	FSH	Family and Consumer Science	All Periods

SUBSTITUTES

Teacher	**Custodial/SFS Worker**
Amisial, Jadah	West, Dwight
Dennis, Teaira	
Farmer, Armoni	
Walker, Shirley	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____6a_____

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: Request Approval of BID/Contract

DIVISION: Media & Technology

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The District was approved for EESER funding to upgrade and enhance our current network. We are in need of expertise and manpower to configure, install and set infrastructure by using new equipment purchased. In order for the district to achieve this in a timely manner we advertised for Network Engineering Services. The responses are attached. The recommendation is to approve the bid response and the attached proposed contract. Proposed Contract is for 384 hours (Page 26 of RFP).

FUND SOURCE: ESSER II

AMOUNT: `$65,280

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Contracts to be executed:

- Gingham Technology, LLC

Gadsden County School District
35 Martin Luther King Blvd
Quincy, FL, 32351
ITB - Invitation To Bid
Network Engineering Services
ITB -2023-24-0002-0-2023/JT

Scope of Work: On-Site support for managing and optimizing the District Network. 12 schools and 3 administrative sites that are connected via owned and leased IP networks.

Ordering Instructions: This package can be downloaded from DemandStar Corporation on our website at https://www.demandstar.com.

Document Cost:

Due Date/Time: 9/28/2023 8:00:00 AM Eastern
Gadsden County School District

Contact: John Thomas
Main Contact
Phone: 8506279651

PUBLISH   www.gadsdenschools.org   09/20/2023

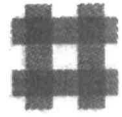**DemandStar Corporation**

SEPTEMBER 25, 2023

FORTINET SERVICES
RFP 2023-24-0002

HOBBS, BRIAN
GINGHAM TECHNOLOGY LLC
1920 Creek Hollow Trail, Tallahassee, FL 32317

Gingham Technology

Brian Hobbs
Brian.hobbs@ginghamtech.com
(850) 524-8777

Gadsden County School Board
Proposal of Services
RFP# 2023-24-0002

The goal of this proposal is to provide networking services for the Gadsden County School Board on a weekly basis.

Qualifications

- Fortinet Partner
- Former Fortinet System Engineer on staff
- Experienced in both the design and installation of Fortinet technologies
- 25 years of experience with network and security design and implementation
- Proficient in routing, switching, firewalls, VPN, wireless, VOIP, SIEM, NAC, monitoring, mail and mail security, security cameras, cloud, Active Directory, and OT
- Prior success working with Florida school boards
- Experience working with large scale hosted VOIP, security, and network solutions

Terms of Service

Contract to cover the 2023-2024 school year, with one day per week of onsite work. Expected number of hours worked will total 384. These services will be completed for a total of $65, 280.

FORM 00450

DRUG-FREE WORK PLACE

<u>Drug-Free Work Place:</u>   Yes ___✗___   N/A _____

If **yes** please complete the form.

The undersigned vendor in accordance with Florida Statute 287.087 hereby certifies that

Gingham Technology LLC _____ does:
(Name of Business)

Publish statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.

Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

Give each employee engaged in providing the commodities or contractual services that are proposed a copy of the statement specified in subsection (1).

In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

Impose a sanction on, or required the satisfactory participation in a drug abuse assistance or rehabilitation program is such is available in the employee's community, by any employee who is so convicted.

Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

_____   __9/25/23__
Proposer's Signature   Date

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FORM 00453

INSTRUCTIONS FOR DEBARMENT CERTIFICATION

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out herein in accordance with these instructions.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department of agency with which this transaction originated may pursue available remedies, including suspension and/or department.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant" "person "primary covered transaction", "principal", "proposal", "voluntarily exclude", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of these regulations.

5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions", without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may, but is not required to check the Non-Procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended,

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debarred, ineligible, or voluntarily excluded from participation in this transaction may pursue available remedies, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT

Suspension, Ineligibility, and voluntary exclusion

Lower tier covered transactions

This certification is required by the regulations implementing *Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510 Participants responsibilities.* The regulations were published as *Part IV of the January 30, 1989, Federal Register (pages 4722-4733).*
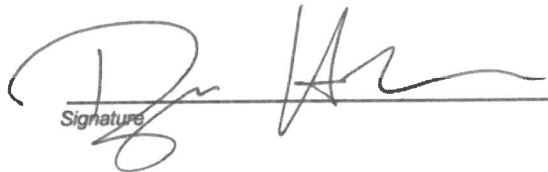
***** BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON NEXT PAGE *****

(1)   The Prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

(2)   Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Gingham Technology LLC
Organization Name

Brian Hobbs, Manager
Printed Names and Title

_____   9/25/23
Signature   Date

FORM 00454

CONFLICT OF INTEREST STATEMENT

I HEREBY CERTIFY that

1. I, (printed name) _Brian Hobbs_, am the
(Title) _Manager_ and the duly authorized representative of the firm of
(Firm Name) _Gingham Technology LLC_ whose address is
1920 Creek Hollow Trail, _Tallahassee_, _FL_, _32317_
Address   City   State   Zip Code

and that I possess the Legal authority to make this affidavit on behalf of myself and the firm for which I am acting;

2. Except as listed below, no employee, officer, or agent of the firm have any conflicts of interest, real or apparent, due to ownership, other clients, contracts, or interests associated with this project; and,

3. This Bid Submittal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the dame services, and is in all respects fair and without collusion or fraud.

EXCEPTIONS to items above (List): _____

Signature: _____

Printed Name _Brian Hobbs_

Firm Name: _Gingham Technology LLC_

Date: _9/25/23_

STATE OF _____

COUNTY OF _____

Sworn to and subscribed before me this _____ day of _____, 20_____, by
_____, who is personally known to me or who has produced
_____ as identification.

_____
Notary Public – State of _____

Type or print name: _____

(Seal)

Commission No.: _____

Commission Expires: _____

Form W-9
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Brian Hobbs

2 Business name/disregarded entity name, if different from above

Gingham Technology LLC

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☑ Individual/sole proprietor or single-member LLC
☐ C Corporation
☐ S Corporation
☐ Partnership
☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

1920 Creek Hollow Trl

6 City, state, and ZIP code

Tallahassee, FL 32317

Requester's name and address (optional)

7 List account number(s) here (optional)

Print or type.
See Specific Instructions on page 3.

Part I **Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ - ☐☐ - ☐☐☐☐

or

Employer identification number

8 7 - 2 6 8 2 3 3 4

Part II **Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | Signature of U.S. person ▶ *Br. Hobbs* | Date ▶ 09/25/23

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Cat. No. 10231X

Form **W-9** (Rev. 10-2018)

FORM 00451

SWORN STATEMENT UNDER SETION 287.133 (3) (A)
FLORIDA STATUTE ON PUBLIC ENTITY CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract for:
   Gadsden County School Board

2. This sworn statement is submitted by, _Gingham Technology LLC_, whose business address is, _1920 Creek Hollow Trail, Tallahassee, FL 30317_, and (if applicable) Federal Employer Identification Number (FEIN) is _87-1545806_ (if the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement).

3. My name is _Brian Hobbs_ and my relationship to the entity named above is _Manager_ (title).

4. I understand that a "public entity crime" as defined in paragraph 287.133 (1) (g) Florida Statute, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States including, but not limited to , any bid or contract for goods or services to be provided to any public entity or any agency or public subdivision of any other state or of the United States and involved antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy or material misrepresentation.

5. I understand that "convicted" or "convicted" as defined in paragraph 287.133 (1) (b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime with or without an adjudication of guilt, in any federal or state trial court of records relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.

6. I understand that an "affiliate" as defined in Paragraph 287 .133 (1) (a), Florida Statutes, means:

a. A predecessor or successor of a person convicted of a public entity crime; or

b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one of shares constituting a controlling income among persons when not for fair interest in another person, or a pooling of equipment or income among persons when not for fair market value under an length agreement, shall be a prima facie case that one person controls another person. A person who knowingly convicted of a public entity crime, in Florida during the preceding 36 months shall be considered an affiliate.

7. I understand that a "person" as defined in paragraph 287 .133 (1) (e), Florida Statutes, means any natural person or entity organized under the laws of the state or of the United States with the legal power to enter into a binding contract provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement which I have marked below is true in relation to the entity submitting this sworn statement. (Please indicate which statement applies)

☑ Neither the entity submitting this sworn statement, nor any officers, directors, executive, partners, shareholders, employees, member, or agents who are active in management of the entity, nor affiliate of the entity have been charged with and convicted of a public entity crime subsequent to July 1, 1989.

☐ The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners,

shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989 And (please attach a copy of the final order)

☐ The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in public interest to remove the person or affiliate from the convicted vendor list. (Please attach a copy of the final order)

☐ The person or affiliate has not been placed on the convicted vendor list. (Please describe any action taken by, or pending with, the department of General Services)

_____
Signature

_____9/25/23_____
Date

PERSONALLY APPEARED BEFORE ME, the undersigned authority, who, after first being sworn by me, affixed his/her signature at the space provided above on this day of_____, 20__, and is personally known to me, or has provided _____as identification.

STATE OF FLORIDA
COUNTY OF: _____

Notary Public

My Commission expires: _____

Tabulation

Bid Identifier: ITB-2023-24-0002-0-2023/JT

    ✓ Online   ⚡ Offline   ● Not Submitted

    ⓘ Not Received

Company	Responded	Address	Bid Amt	Alt Bid Amt	Attributes	Documents	Send	Status
Gingham Technology LLC	09/25/2023 10:30 PM Eastern	1920 Creek Hollow Trl, Tallahassee, FL, 32317	$65,280.00			Completed bid/proposal Package	✓	Complete

Request for Proposal for Network Engineering Services for 2023-2024 School Year

The Gadsden County School District is requesting proposals for 384 hours of on-site support managing and optimizing the district network for the District Office, 12 schools and 3 administrative sites connected via owned and leased IP networks. The network includes the following technologies:

22 Fortigates in Standalone and HA (20% installed)
181 FortiSwitch (20% installed)
600 FortiAP (20% installed)
FortiAnalyzer (Installed)
FortiManager (Installed)
FortiSIEM (To be installed)
FortiMail (Installed)
FortiClient EMS supporting 4000 Windows and 3000 Chromebook Clients (Installed)
2 FortiNAC in HA (Installed, integration is ongoing with new hardware installs)
2 FortiPhone Enterprise in HA with 850 FortiPhones (To be planned and installed)
14 FortiRecorders (20% installed)
571 FortiCams (20% installed)
250 Third Party Cameras (Being decommissioned where possible)
400 Extreme Wireless Access Points (Being decommissioned as FortiAPs are installed)
150 Extreme Switches (Being decommissioned or repurposed where necessary)

Applicant will be working with the current technology team and be responsible for:

1. The review of installed technology
2. Developing a plan and schedule to install all new network equipment and helping ensure the local team can stay on schedule
3. Monitoring network performance and recommending enhancements
4. Creating and updating network documentation in the supplied documentation system
5. Review of security reports and recommending enhancements
6. Implementing upgrades and configuration changes in a safe and appropriate manner
7. Troubleshooting any issues that arise from the installation or configuration of network equipment
8. Developing Standard Operating Procedures for the installation and configuration of network equipment being installed to replace older equipment.
9. Developing Standard Operating Procedures for the maintenance and operation of the completed network

The contract is for the 2023-2024 school year

The Applicant is expected to work one full day per week onsite. The Applicant will be expected to work directly with the District Network Coordinator, District Systems Engineer and other onsite technical teams for the successful completion of these items.
Preference is for Fortinet Partner designation or Fortinet Engineer.

QUOTATION

Gingham Technology LLC

1920 Creek Hollow Trl
Tallahassee, FL 32317
Phone: (850) 524-8777

Quotation for:

Gadsden County School District
35 Martin Luther King Jr Blvd
Quincy, FL 32351

Quantity	PN	Description	Unit Price		Amount	
384	HOURS	SUPPORT SERVICES RFP# 2023-24-0002	$	170.00	$	65,280.00
					$	-
					$	-
					$	-
					$	-
				Subtotal	$	65,280.00
				Tax Rate		0.00%
				Sales Tax	$	-
				Other		
				Total	**$**	**65,280.00**

Please provide proof of tax exemption prior to purchase

Thank you!

NETWORK Engineering Services -
ITB-2023-24-0002

4410E-6500-6490-9001-ESSE4

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2023-2024

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Gingham Technology LLC a for-profit CONTRACTOR organized and existing with its principal place of operations at 1920 Creek Hollow Trail Tallahassee, FL 32317 herein referred to as "CONTRACTOR". The CONTRACTOR is a provider of services to meet the needs of a federal award, not a sub-recipient of the RECIPIENT. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and RECIPIENT.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR
The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT. **The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved by the Gadsden School Board and funds are encumbered for the same.**
I, **Part A Basic.**

ARTICLE 2. SCOPE OF SERVICES
The CONTRACTOR has agreed to provide the RECIPIENT with professional technical support for all types of switches and routers. The CONTRACTOR will review installed technology; develop a plan and schedule to install all new network equipment and help ensure the local team stays on schedule. The CONTRACTOR will monitor network performance and recommend enhancements. Create and Update network documentation in the supplied documentation system; review security reports and recommend enhancements. Implement upgrades and configuration changes in a safe and appropriate manner; troubleshoot any issues that arise from the installation or configuration of network equipment. Develop Standard Operating Procedures for the installation and configuration of network equipment being installed to upgrade or replace older equipment.; Develop Standard Operating Procedure for the maintenance and operation of network. The CONTRACTOR shall receive assignments collaboratively from the Director of Media and Technology, the Network Coordinator, Systems Engineer, and the Superintendent. The CONTRACTOR will submit a time and effort sheet through established deliverables, to document on-call time and scheduled site visits. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

The CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Any other information identified as confidential by CONTRACTOR, is confidential information of CONTRACTOR. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

ARTICLE 3. DURATION OF AGREEMENT
This AGREEMENT shall begin on Nov 1, 2023 and end on June 30, 2024contingent upon the approval by school board and contingent upon approval and funding by the Florida Department

of Education. The contract may be renewed annually for up to five (5) years by written agreement between the CONTRACTOR and the RECIPIENT based on Superintendent, School Board, and supervisors' approval; satisfactory performance; and available funding.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	Means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	Means financial assistance that provides support or stimulation to accomplish a public purpose.
CONTRACTOR	Means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
Date of Completion	Means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	Means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	Means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	Means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Renewal	Means a continuation of the contract on an annual basis for up to three years based on continued satisfactory performance, approval of immediate supervisor, approval of senior district leadership and school board, and contingent upon available funding
Sub-award	Means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurementof goods and services nor does it include any form of assistance which is excluded from the definition of "award". The CONTRACTOR is not a sub- recipient of federal dollars.
Termination	Means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion
Working Capital	Means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed the amount of $65,280 (sixty-five thousand two hundred eighty-three dollars) for responsibilities as outlined in this contract.   In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR at $170.00 hourly (not to exceed 384 hours) in support of the period that the invoices cover. The CONTRACTOR will submit time and effort

logs to the Network Coordinator Technology/Designee to document services provided. Quarterly deliverables will be submitted to the Director of Media Technology. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Gingham Technology, LLC the total amount of $65,280 for services rendered as described under the Scope of Services and detailed in the Deliverables. Checks will be made payable to Gingham Technology LLC and will be sent to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). Total cost of the AGREEMENT is $65,280.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the RECIPIENT.

ARTICLE 8. AMENDMENTS

Any changes must be mutually agreed upon in writing by the Assistant Superintendent of Academic Services, Director of Media and Technology, the Superintendent, and the designee from Gingham Technology LLC . Written amendments will be incorporated into this AGREEMENT, as necessary.

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes 1012.465 Background screening requirement for certain non-instructional school district employees and contractors - non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, the CONTRACTOR agrees to work in an environment free from all forms of discrimination. The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 11. ADMINISTRATION OF AGREEMENT

(a) The CONTRACTOR'S contract administrator and contact is Mr. Gingham Technology LLC, and/or his designee.

(b)   The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology and Mr. John Thomas, Network Coordinator and/or their designee.

(c)   All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(d)   This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents or employees.

CONFLICT OF INTEREST: For the duration of this AGREEMENT, the CONTRACTOR pledges that he does not have any conflict of interest. He is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with his ability to fulfill the terms of the AGREEMENT.

ARTICLE 13, DISPUTES, CONFLICTS, and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending final determination of any dispute hereunder, the CONTRACTOR shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shalt not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. B r i a n H o b b s , DBA Gingham Technology, LLC have executed this AGREEMENT.

_____   _____
Mr. Gingham Technology LLC,   Date
LLC

_____   _____
Mr. Elijah Key   Date
Superintendent of Schools

_____   _____
Mr. Leroy McMillian   Date
Chairman, Gadsden County School Board

Request for Proposals (RFP)
For the

Gadsden County School District's

Network Engineering Services

Located at
35 Martin Luther King Jr Blvd, Quincy
Gadsden County Florida

Date Issued: 09/20/2023

Date Due: 09/26/2023

RFP Number: 2023-24-0002

GCS's Purchasing Department Attn: Andrea Lawson

35 Martin Luther King Jr. Blvd., Quincy

Office: (850) 627-9651 ext. 1287 , E-mail: lawsona@gcpsmail.com

The Gadsden County School Board

Is seeking qualified vendor/provider to provide networking services the following: The Gadsden County School District.

The purpose of this solicitation is to establish a contract with a qualified Vendor to provide Networking services for the District AS SPECIFIED IN THE PROJECT SPECIFICATIONS.

Proposers must meet the following minimum qualifications to be considered:

1. A clear understanding of requested services

2. A minimum of 5 years in business in good standing with DBPR and BBB

A bid package containing the Project Documents may be downloaded at www.demandstar.com or may be picked up at the Walker Administration Building located at 35 Martin Luther King Jr. Blvd., Quincy FL or an electronic copy by e-mailing lawsona@gcpsmail.com. Participants must thoroughly familiarize themselves with all instructions in the bid package to be responsive.

Proposals must be delivered to the Gadsden County School's Purchasing office located at 35 Martin Luther King Jr. Blvd., Walker Administration Building, by **1:45 pm**, on **09/26/2023**. Proposal will be opened on **09/26/2023** at **2:00 pm** in the Walker Administration Building located at 35 Martin Luther King Jr. Blvd., Quincy, FL 32351

Please direct all questions by e-mail to: Andrea Lawson, E-mail: lawsona@gcpsmail.com

or John Thomas : thomasj@gcpsmail.com

SCHEDULE OF EVENTS

Summary: A schedule of events shall be established that will govern all action items related to the competitive solicitation process. This schedule shall be strictly maintained.

Failure by any proposer to meet the event schedule will disqualify that proposer from participating in this RFP but does not disqualify that Proposer from participation in other RFPs.

Schedule of Events

Description	Date	Time
Public posting	09/20/2023	**1100pm**
Anticipated answers to questions	**09/25/2023**	**5:00 pm**
Proposal due date	**09/26/2023**	**1:45 pm**
Proposal opening	**09/26/2023**	**2:00 pm**
Selection/Rejection	**09/26/2023**	**3:30pm**

Site visits may be scheduled through the Media & Tech office by calling (850) 627-9651 ext.

 1303.

Recommendation will be made to the Board, providing the proposals have been submitted in accordance with the requirements of this RFP document.

INSTRUCTIONS TO PROPOSERS

PART 1 – GENERAL CONDITIONS

1.1   All Correspondence, communication, and all informational exchanges shall be coordinated through GCPS' Purchasing office. Follow all instructions listed. Failure to do so could result in disqualification.

1.2   **Nonacademic Purchases:** The Gadsden County School Board, prior to the release of this RFP, has reviewed the purchasing agreements and state term contracts to determine whether it is in the school board's economic advantage to use the agreements and contracts. *F.S. 1010.04*

1.3   **Vendor Registration:** All individuals or firms wishing to do business with The Gadsden County School District, whether a Consultant, Contractor, Subcontractor or Material provider, must register as a Vendor prior to submitting a Bid or Proposal. A Vendor ID No. is mandatory for receiving a PO.

   A.   If you are not a registered GCPS vendor, you will need to complete the W-9 form and return it to GCPS Purchasing office.

   B.   If you previously registered as a vendor and received your vendor ID number there is no need to re-submit, just reference your number on the Bid Form.

1.4   **Proposer Registration:** In addition to the Vendor Registration, proposers must register with GCPS Purchasing Office in order to be placed on the mailing list for any forthcoming addenda or official communications. GCPS shall not be responsible for providing addendums to proposers that are not registered.

   A.   Failure to register as a prospective proposer may cause your proposal to be rejected if you have submitted without the most current addendum.

1.5   All purchases for services or commodities $25,000.00 or more, whether a onetime purchase or an accumulation of like items, are required to be handled through a competitive bid, unless specifically exempt as indicated in DOE Rules and Regulations or Board Policy.

   A.   Competitive bids are mailed, emailed or delivered in a sealed envelope. The specified due date and time shall be strictly followed.

1.6   **Subcontracting:** Where a proposer utilizes subcontracts in the performance of the Work the names of the subcontractors must be submitted to the District for approval prior to the first payment.

1.7   **Site Visits:** shall be scheduled by the owner to hours during which disruption of normal activities are minimized.

   A.   All proposers will check in with the Media and Technology Department before arriving at any of GCPS sites.

)

    B.   Visitors shall be escorted by Media & Technology staff or their representative. At no time are they allowed to enter school property without authorization and checking in.

    C.   **Contact, communication, videotaping or photographs of students or other staff is strictly prohibited.**

    D.   Proper decorum and behavior appropriate to an educational facility is mandatory. Disruption of educational activities will not be tolerated.

    E.   District personnel are not authorized to interpret, clarify, or modify the RFP in any way.

        1.   All interpretations, clarifications, or modifications shall be by mean of an addendum issued from GCPS purchasing department.

1.8   **Existing Conditions:** Failure of Proposer to acquaint itself with any applicable condition will not relieve it from the responsibility for properly estimating either the duration, difficulties, or the costs of successfully providing the services.

1.9   **Proposal Representation:** By submitting a proposal the Proposer represents that it has:

    A.   Examined all Documents thoroughly.

    B.   Visited the site(s) to familiarize themselves with local conditions that may in any manner affect cost, progress, or performance in providing the services.

    C.   Familiarized themselves with federal, state, and local laws, ordinances, rules, and regulations that may in any manner affect cost, progress or performance of the service.

1.10   **Interpretations:** All questions about the meaning or intent of the RFP shall be submitted only through GCPS Purchasing Office who will log and forward for written clarifications.

    A.   All answers will be by addenda. Only questions answered by formal written Addenda issued by GCPS Purchasing Office will be binding. Oral and other interpretations or clarifications will be without legal effect.

    B.   Any items, materials, conditions, services, etc.... that may be alluded to in any documentation and that is not clearly understood by the proposer as to the Owner's intent, shall be clarified by the proposer prior to submitting. Failure to clarify any ambiguity shall not relieve the proposer from supplying the intent of the Owner as part of the base contract.

1.11   **Revisions and Amendments to the RFP:** The Owner reserves the right to revise or amend the RFP prior to the opening date. Such revisions and amendments, if any, will be announced by an addendum. The date set for the opening of the RFP may be postponed by as many days as the Owner deems adequate to estimate material and cost changes. In such cases the addendum will include an announcement of the new RFP opening date. The proposers shall acknowledge receipt of all addenda by signing, dating, and returning the acknowledgment page of the addendum with their proposal.

1.12   **Bonds and Insurance:** Insurance is required for all projects with the District. Bonding is required on larger projects as specified.

A.   **Bid Bonds:** The Gadsden County School Board policy requires a Bid Bond of <u>10%</u> on all projects $25,000 and up. **(Exempt for these services)**

B.   **Performance and Payment Bonds:** Any person entering into a formal contract with the Gadsden County School Board, for construction or repairs shall be required, before commencing the work, to execute and record in the public records of the county where the Work is located, a payment and performance bond with a surety company authorized to do business in Florida. *F.S. 255.05.*

1.   For Work $100,000 and above, a payment and performance bond shall be required unless specified otherwise.

2.   Evidence of bonding capability for the following major subcontractors may be required to be included with the Bid:

   a.   Mechanical
   b.   Electrical
   c.   Plumbing
   d.   Roofing
   e.   Shell and Concrete

3.   For the "Performance Bond and Payment Bond", (AIA) Document A312, March 1987 Edition shall be used. **Exempt for these services**.

4.   **When Bonds are required, a statement from a qualified Surety company giving evidence of bonding capability at 100% of the Contract Amount being bid, must accompany all project proposals or Sub-Contractor bids.**

5.   The respective performance and payment bonds shall:

   a.   Require the Surety to perform the Subcontract and to pay all bills and invoices for labor done and materials provided in the performance of the Work, including any guarantee or warranty period provided for in the Contract Documents.

   b.   In case of default or other proceedings on the part of the Subcontractor, actions for all expenses incident to ascertaining and collecting losses under the bond, including reasonable attorney's fees for same, shall be covered by the bond.

C.   **Insurance:** Evidence of current insurance or the ability to retain adequate insurance must accompany all bids and proposals. Before providing any services the Contractor, at its own expense, shall obtain for itself and its personnel and will maintain the following insurance coverage throughout the term of this Agreement. Certificates of Insurance acceptable to the Owner shall be filed with the Owner prior to commencement of the Work.

1.   **Workers' Compensation:** The Contractor and all Sub-Contractors must include proof of current Workers' Compensation insurance with their Proposal or Bid. Such proof of insurance must be evidenced by a certificate of coverage

issued by the carrier, a valid exemption certificate approved by the department of Financial Services or a copy of the employer's authority to self-insure. *F.S. 440 and 489.114.*

    a.   All Contractors and Subcontractors shall maintain valid Workers' Compensation Insurance throughout the project as required by *F.S. 440.*

    2.   **Liability Insurance:** Comprehensive general liability insurance coverage (including, but not limited to, contractor's commercial liability coverage and automobile liability coverage for vehicles) for services, Work, and construction contemplated under this Agreement, for limits not less than $1 million per occurrence. **Exempt for these services**

    a.   The Owner shall be exempt from and in no way liable for any sums of money which may represent a deductible in any insurance policy. The payment of such deductible shall be the responsibility solely of the Contractor and/or Subcontractor providing such insurance.

1.13   **Familiarity with Laws:** The proposer shall be familiar with and perform work in accordance with all Federal, State and Local laws, ordinances, rules and regulations affecting the work. Ignorance of them on the part of the Proposer shall in no way relieve it from responsibility.

1.14   **Florida Product and Labor:** *Section 255.04 F.S.* requires that on public building contracts, Florida products and labor shall be used when price and quality are equal to out of state submissions.

1.15   **Taxes and Assessments:** Although the Owner is not subject to the Florida Sales Tax, any contractor who purchases materials which will be used in the construction of a public works facility **will not** be exempt from the sales tax on those materials. *Section 192 F.S.*

    A.   The owner is exempt from all Federal excise taxes on materials, appliances, etc., which are incorporated into and become a part of the finished improvements.

1.16   **Public Entity Crimes:** A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases or real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in *section 287.017 F.S.* for CATEGORY TWO for a period of 36 months from the date of being placed in the convicted vendor list.

    A.   The Bidder shall complete and submit with their bid, a Public Entity Crime Statement Form, 04103, provided herein.

1.17   **Background Screening:** As required by the Jessica Lunsford Act [s.21 of Ch.2005-28, L.O.F.], if any contractor's employees/independent contractors or subcontractors, employees/independent contractor will have access to school grounds when students are present, have direct contact with students, or have access to our control of school funds, such personnel are required to be screened at Level 2, to include fingerprints, statewide

criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. [s.1012.465, Florida Statutes] The requirements of this law must be met in order for the GCPS to contract with your company. By responding to this Invitation to Bid, you agree to abide by all GCPS policies and procedures in regards to Florida Statutes sections 1012.315, 1012.32, 1012.465 **The Jessica Lunsford Act,** 1012.467 and 1012.468. There is a fingerprinting fee associated with these procedures. Refer to the School Board website(www.gadsdenschools.org), Jessica Lunsford Act. This web site is updated as policies and procedures are put into place. The Vendor/Contractor will bear the cost of acquiring the background screening required and any/all fees imposed by the Florida Department of Law Enforcement and or the District to maintain the fingerprints provided with respect to vendor/contractor and its employees. Contractor agrees to indemnify and hold harmless the School Board, its officers, agents and employees from any liability in the form of physical injury, death, or property damage resulting from the Contractor's failure to comply with the requirements of these cited policies and statutes. The vendor/contractor will follow procedures for obtaining employees background screening as established by the School Board of Gadsden County.

Where: School Board of Gadsden County – Walker Administration Building
35 Martin Luther King, Jr., Blvd. Quincy, Florida 32351

When: Monday – Friday 8:00 a.m. – 4:00 p.m. Call for an appointment

Contact: Human Resources Department @ 850-627-9651

1.18 **Drug Free Workplace:** The Gadsden County School District is a drug free workplace. Proposers shall include with their proposal, a Drug Free Workplace declaration found in this document. Exclusion of the declaration may be used as a tiebreaker.

1.19 **Verification of Employment:** In accordance with State of Florida Office of the Governor Executive Order Number 11-02, the firm shall utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all persons employed during the contract term by the firm to perform employment duties within Florida and all persons (including sub-consultants) assigned by the firm to perform work pursuant to the contract with Gadsden County School Board.

1.20 **Reciprocity of Florida School I.D. Badges:** If Vendor/Contractor has a Level 2 clearance - State Vendor Badge (good for 5 years) they will need to contact our HR Dept. to check verification by provide a copy of the badge or social security number of the employee(s) needing verification beforehand. There is **no additional cost for verifying the State Vendor Badge. BADGES MUST BE WORN AT ALL TIMES while working for the School Board of Gadsden County.**

1.21 **Non-Discrimination:** The Gadsden County School District does not discriminate against any person on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, or age in programs or activities. *Section 202 of the Office of Federal Contract Compliance Programs (OFCCP) Executive Order 11246 as amended.*

A. The awarded Contractor and all independent contractors shall comply with Applicable Laws regarding equal employment opportunity. As required, the Contractor and independent contractors agree to both of the following:

1. In the hiring of employees for the performance of work under the contract or any subcontract, no contractor, subcontractor, or any person acting on a contractor's or subcontractor's behalf, by reason of race, creed, sex, disability or military status or color, shall discriminate against.

2. No contractor, subcontractor, or any person on a contractor's or subcontractor's behalf, in any manner, or color, shall discriminate against or intimidate any employee hired for the performance of work under the contract.

1.22 **Federal Debarment Certification:** Certification regarding debarment, suspension, ineligibility and voluntary excluding as required by Executive Order 12549, Debarment and Suspension, and implemented at 34CFR, Part 85, as defined at 34 CFR Part 85, Sections 85-105 and 85-110(ED80-0013).

A. The prospective lower tier ($100.00) participate certifies, by submission and signature of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this RFP.

1.23 **Conflict of Interest:** The award hereunder is subject to the provisions of *Chapter 112, Florida Statutes*. All proposers must disclose with their proposal the name of any officer, director, or agent who is also an employee of the School District. Further, all proposers must disclose the name of any Board employee who owns, directly or indirectly, an interest of five percent (5%) or more in the proposer's firm or any of its branches.

1.24 **Related Party Transactions:** The term "related party" shall mean a parent, subsidiary, affiliate or other entity having common ownership or management with the Contractor; any entity in which any stockholder in, or management employee of, the Contractor owns any interest in; or any person or entity which has the right to control the business or affairs of the Contractor. The term "related party" includes any member of the immediate family of any person identified above.

A. If any of the costs proposed arise from a transaction between the Contractor and a related party, the Contractor shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred.

1. If the Owner, after such notification, authorizes the proposed transaction, the Contractor shall procure the work, equipment, goods, or service from the related party, as a Subcontractor, according to the terms of this agreement.

2. If the Owner fails to authorize the transaction, the Contractor shall procure the work, equipment, goods, or service from some person or entity other than a related party according to the terms of this agreement.

1.25 **Direct Purchase:** If requested, the proposer shall include in its proposal the cost of any equipment, materials, or labor. GCPS shall be allowed to purchase any number of items it chooses to directly, as allowed by *Section 212.08(6) F.S.* for tax savings. The Contract and Purchase Order, in such case, shall be amended by change order.

1.26 **Execution of Proposal:** RFP's must contain an original manual signature of an authorized representative. Failure to properly sign the RFP may invalidate it. **Any illegible entries, pencil proposals, or corrections not initialed may not be considered.** The original conditions and specifications cannot be changed or altered in any way. Altered proposals will not be considered. Clarification of proposals submitted shall be in letterform, signed by the proposer and attached to the RFP.

1.27 **Number of Copies:** The proposer shall submit one (1) original complete and signed Package as specified on page two (2).

1.28 **Preparation Costs:** GCPS shall not be liable for any expenses incurred in connection with the preparation of a response to this RFP.

1.29 **Due Date and Time:** The date and time will be carefully observed. Proposals received after the specified date and time shall be returned unopened. GCPS will not be responsible for late deliveries or delayed mail. The time stamp located at the reception desk of the Administration building shall serve as the official authority to determine lateness of any proposal.

1.30 **Delays in Schedule:** GCPS, at its sole discretion, may delay the scheduled due dates indicated above if it is to the advantage of the district to do so. GCPS will notify all registered proposers of all changes in scheduled due dates by written addendum.

1.31 **Additional Information:** No additional information may be submitted, or follow-up performed by any proposer after the stated due date unless specifically requested by GCPS.

1.32 **Affirmation:** The submission of a proposal affirms that the proposer has made it without prior understanding, agreement, or connection with any corporation, firm, or person submitting a proposal for the same materials, supplies, equipment, or services, and is in all respects fair and without collusion or fraud. The proposer agrees to abide by all terms and conditions of this RFP and the resulting contract. No outside terms and conditions will be considered unless approved by GCPS.

1.33 **Advertising:** In submitting a proposal, the proposer agrees not to use the results there from as a part of any commercial advertising unless permission in writing is granted by the Gadsden County School Board.

1.34 **Accuracy of Information:** Any proposal submitted to the Owner which is determined to contain information that is substantially inaccurate, misleading, exaggerated, or incorrect, shall be disqualified from consideration.

1.35 **Opening:** The Owner will publicly open and read each RFP as required by *255.0518 F.S.* and defined in the Schedule of Events. Incomplete or non-responsive proposals will be removed from consideration.

1.36 **Review:** Once each proposal has been read, at the owner's leisure, the review committee will review all proposals for compliance and score each section as indicated.

    A. The Owner reserves the right to contact a proposer for clarification if needed in determining compliance.

    B. The review committee will select one Contractor to recommend to the Board for award and reserves the right not to base award exclusively on price.

1.37 **Acceptance/Rejection of Proposals:** The Owner reserves the right to waive minor irregularities in any proposal or to reject any and all proposals in whole or in part, with or without cause, and/or to accept the proposal that in its judgment will be in the best interest of GCPS. Minor irregularities are defined to be a variation from the terms and conditions which do not affect the price or give the vendor an advantage or benefit not enjoyed by other vendors or does not adversely impact the interest of GCPS.

1.38 **Disqualification:** Any or all proposals will be rejected if there is reason to believe that collusion exists between proposers. Proposals in which the prices obviously are unbalanced will be subject to rejection. Proposers not acknowledging all addenda may be rejected. Incomplete or illegible proposals will be rejected.

1.39 **Posting of Results:** Bid tabulations with recommended invitations will be posted for review by interested parties in the main lobby window of the Administration Building located at 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351, on the date specified in the Schedule of Events and will remain posted for a period of 72 hours.

    A. The Owner will also post all recommended awards and addenda to the District's website: http://www.gadsdenschools.org/?DivisionID=21299

1.40 **Protests:** In the case of any doubt or difference of opinion as to the items or services to be furnished hereunder, the decision of the Owner shall be final and binding on both parties. Any person who is adversely affected by the terms, conditions and specifications contained in a solicitation, including any provisions governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract shall file a notice of protest in writing within 72 hours (Saturdays, Sundays and state holidays excluded) after the posting of the solicitation. Any person adversely affected by a decision or intended decision shall file a written protest within 72 hours (Saturdays, Sundays and state holidays excluded) after posting of the decision or intended decision. **Failure to file a protest within the time prescribed in Section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.**

1.41 **Public Records:** Upon award or ten (10) days after opening, whichever is earlier, proposals become "public record" and shall be subject to public disclosure consistent with *chapter 119.07(3) (m), F.S.* Proposers must invoke the exemptions to disclosure provided by law in the response to the proposal, and must identify the data or other materials to be protected, and must state reasons why such exclusion from public disclosure is necessary. Any financial statements that are submitted are exempt from becoming public record. *Section 119.07 F.S.*

1.42 **Invoicing and Payment:** Payment will be made by the Owner upon completion of negotiated benchmarks.

A.   Payment negotiation shall occur prior to signing of Agreement and shall become part of the Agreement.

1.43   **Indemnification**: To the fullest extent permitted by law, the proposer shall indemnify, hold harmless and defend the District, its Trustees, officers, agents, servants, and employees, from and against all claims, damages, losses, and expenses including, but not limited to, attorneys' fees and other legal costs such as those for paralegal, investigative, and legal support services, and the actual cost incurred for expert witness testimony, arising out of or resulting from the performance of services required under this Contract, provided that same is caused by the negligence, recklessness, or intentional wrongful conduct of the proposer or other person utilized by the proposer in the performance of the services. Nothing herein shall be deemed to affect the rights, privileges, and immunities of the District as set forth in Section 768.28, Florida Statutes.

The proposer, without exemption, shall indemnify and hold harmless the District, its employees and/or any of its Board of Trustees Members from liability of any nature or kind, including cost and expenses for or on account of any copyrighted, patented, or non-patented invention, process or item manufactured by the proposer. If the proposer used any design, device, or materials covered by letters, patent or copyright, it is mutually agreed and understood, without exception, that the proposer shall include all royalties or cost arising from the use of such design, device, or materials in any way involved in the work.

1.44   **Withdrawal of Proposal:** A written request for withdrawal, signed by the vendor, on the Vendor's company letterhead, may be considered if received by the GCPS purchasing officer within 72 hours after the proposal opening time and date indicated in the schedule of events. A request received in accordance with this provision may be granted by the department upon proof of the impossibility to perform based upon obvious error on the part of the vendor.

End of Part One

PART 2 – RFP REQUIRED FORMATTING

2.1   The proposer shall submit their proposal on 8.5 in. x 11 in. paper or same size electronically in PDF formatting, arranged in the same order as listed in this RFP. With the exception of headers and footers, font size shall not be smaller than 10. **All items listed in section 2.1 are mandatory.**

A.   **Cover Page: (5 points)** The cover page shall identify

1.   Company Name
2.   Due date and time
3.   RFP number
4.   The Owner's name, Gadsden County School Board

B.   **Insurance: (5 points)** Copy of all certificates of insurance shall be provided. Include copy of DBPR license status from their web page if applicable and if available a BBB report.

C.   **Bonding: (5 points)** Provide a letter of intent from a surety company acknowledging the firm may be bonded for the maximum amount of the project.

D.   **Addendum to Bid: (5 points)** Print and sign all addenda.

E.   **Drug Free Work Place Form: (5 points)** Include a signed copy.

F.   **Public Entity Crimes Form: (5 points)** Include a signed copy.

G.   **Minority and Woman Owned Businesses Form: (5 points)** Include a signed copy.

H.   **Debarment Certification Form: (5 points)** Include a signed copy.

I.   **Conflict of Interest Form: (5 points)** Include a signed copy.

J.   **Vendor Registration/W-9 Form: (5 points)** Include a signed copy.

K.   **Bid Proposal Form: (50 points)**

2.2   Once the proposal is ready to submit, it should be sealed in an envelope or boxed for ease of delivery and storage. It is required that the proposer label the outside of the envelope or box using the label provided herein. The number of proposal copies is specified in section 1.27.

2.3   Include in the Bid Proposal Form individual cost for each door set that includes materials, and labor.

2.4   **Substitutions:** Any substitutions must be submitted and approved by the Owner prior to submitting proposal. Sufficient information must accompany the request for substitution.

2.5   Required Forms:

FORM 00414　　　**ADDENDUM TO SOLICITATION DOCUMENTS**

Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

Solicitation Addendum No. _____

　　　Date:　　　　_____

　　　RFP No.　　　_____

　　　Project Name: _____

NOTICE TO ALL BIDDERS

The following addendum shall be made part of the Contract Documents and the Bidder shall acknowledge receipt on the Bid Form. It is being issued for the purpose of clarifying the intent of the Contract Documents. Each Bidder is instructed to incorporate this addendum into their Bid Documents and bid accordingly.

PRE-BID QUESTIONS and ANSWERS

1	Q	
	A	
2	Q	
	A	
3	Q	
	A	
4	Q	
	A	
5	Q	
	A	
6	Q	
	A	
7	Q	
	A	
8	Q	
	A	

_____　　　　_____
Preparer's Name　　　　　　　　　　　　　*Date*

_____　　　　_____
Authorizing Agent　　　　　　　　　　　　*Date*

NOTE: This document must be signed and included with your Bid

FORM 00450

DRUG-FREE WORK PLACE

<u>Drug-Free Work Place:</u>   Yes _____   N/A _____

If **yes** please complete the form.

The undersigned vendor in accordance with Florida Statute 287.087 hereby certifies that

_____does:
(Name of Business)

Publish statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.

Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

Give each employee engaged in providing the commodities or contractual services that are proposed a copy of the statement specified in subsection (1).

In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

Impose a sanction on, or required the satisfactory participation in a drug abuse assistance or rehabilitation program is such is available in the employee's community, by any employee who is so convicted.

Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

_____   _____
Proposer's Signature   *Date*

FORM 00451

SWORN STATEMENT UNDER SETION 287.133 (3) (A)
FLORIDA STATUTE ON PUBLIC ENTITY CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract for:

    _____

    _____

2. This sworn statement is submitted by, _____, whose business address is, _____, and (if applicable) Federal Employer Identification Number (FEIN) is _____(if the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement).

3. My name is _____ and my relationship to the entity named above is _____(title).

4. I understand that a "public entity crime" as defined in paragraph 287.133 (1) (g) Florida Statute, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States including, but not limited to , any bid or contract for goods or services to be provided to any public entity or any agency or public subdivision of any other state or of the United States and involved antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy or material misrepresentation.

5. I understand that "convicted" or "convicted" as defined in paragraph 287.133 (1) (b), <u>Florida Statutes</u>, means a finding of guilt or a conviction of a public entity crime with or without an adjudication of guilt, in any federal or state trial court of records relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.

6. I understand that an "affiliate" as defined in Paragraph 287 .133 (1) (a), <u>Florida Statutes</u>, means:

a. A predecessor or successor of a person convicted of a public entity crime; or

b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one of shares constituting a controlling income among persons when not for fair interest in another person, or a pooling of equipment or income among persons when not for fair market value under an length agreement, shall be a prima facie case that one person controls another person. A person who knowingly convicted of a public entity crime, in Florida during the preceding 36 months shall be considered an affiliate.

7. I understand that a "person" as defined in paragraph 287 .133 (1) (e), <u>Florida Statutes</u>, means any natural person or entity organized under the laws of the state or of the United States with the legal power to enter into a binding contract provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement which I have marked below is true in relation to the entity submitting this sworn statement. (Please indicate which statement applies)

☐ Neither the entity submitting this sworn statement, nor any officers, directors, executive, partners, shareholders, employees, member, or agents who are active in management of the entity, nor affiliate of the entity have been charged with and convicted of a public entity crime subsequent to July 1, 1989.

☐ The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners,

shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989 And (please attach a copy of the final order)

☐ The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in public interest to remove the person or affiliate from the convicted vendor list. (Please attach a copy of the final order)

☐ The person or affiliate has not been placed on the convicted vendor list. (Please describe any action taken by, or pending with, the department of General Services)

_____   _____
Signature   Date

PERSONALLY APPEARED BEFORE ME, the undersigned authority, who, after first being sworn by me, affixed his/her signature at the space provided above on this day of _____, 20__, and is personally known to me, or has provided _____as identification.

STATE OF FLORIDA
COUNTY OF: _____   Notary Public
My Commission expires: _____

FORM 00452

MINORITY AND WOMAN OWNED BUSINESS DECLARATION FORM

Minority/Woman Owned Business: Yes ☐ N/A ☐

If yes, please complete the form.

Proposer hereby declares that it is a Minority/Woman Owned Business Enterprises, as defined by section 288.703. Florida Statutes, by virtue of the following:

Type of Business (check applicable area):

☐   African American
☐   Hispanic American
☐   Native Americans
☐   Asian American
☐   American Woman

Note: Minority Business Enterprises, Small Businesses, and Minority Businesses terms are defined in Chapter 288.703, Florida Statutes, and are included below. Chapter 287.094, Florida Statutes, states that it is unlawful for any individual to falsely represent any entity as a minority business enterprise. A person in violation of 287.094, Florida Statutes, is guilty of a felony of the second degree.

Proposer:
Certified by (Name of Public Entity, if applicable):
Certificate Number/Attach Copy:
Signature & Date:

Florida Statues 288.703 definitions – As used in section 288.703, the following words, and terms shall have the following meanings unless the content shall indicate another meaning or intent:

(1) "Small business" means an independently owned and operated business concern that employee 200 or fewer permanent full-time employees and that, together with its affiliates, has a net worth of not more than $5 million or any firm based in this state which has a Small Business Administration 8(a)

certification. As applicable to sole proprietorships, the $5 million net worth requirement shall include both personal and business investments.

(2) "Minority Business Enterprises" means any small business concern as defined in subsection (1) which is organized to engage in commercial transactions, which is domiciled in Florida, and which is at least 51% owned by minority persons who are members of an insular group that is of a particular racial, ethnic, or gender make-up or national origin, which has been subjected historically to disparate treatment due to identification in and with that group resulting in an under-representation of commercial enterprises under the group's control, and whose management and daily operations are controlled by such persons. A minority business enterprise may primarily involve the practice of a profession. Ownership by a minority person does not include ownership which is the result of a transfer from a nonminority person to a minority person within a related immediate family group if the combined total net asset value of all members of such family group exceeds $1 million. For purposes of this subsection, the term "related immediate family group" means one or more children less than 16 years of age and a parent of such children or the spouse of such parent residing in the same house or living unit.

(3) "Minority person" means a lawful, permanent resident of Florida who is:
   a. An African American, a person having origins in any of the black racial groups of the African Diaspora, regardless of cultural origin.
   b. A Hispanic American, a person of Spanish or Portuguese culture with origins in Spain, Portugal, Mexico, South America, Central America, or the Caribbean, regardless of race.
   c. An Asian American, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands, including the Hawaiian Islands prior to 1778.
   d. A Native American, a person who has origins in any of the Indian Tribes of North America prior to 1835, upon presentation of proper documentation thereof as established by rule of the Department of Management Services.
   e. An American woman.

(4) "Certified minority business enterprise" means a business which has been certified by the certifying organization or jurisdiction in accordance with s. 287.0943(1) and (2).

(5) "Department" means the Department of Management Services.

(6) "Ombudsman" means an office or individual whose responsibilities include coordinating with the Office of Supplier Diversity for the interests of and providing assistance to small and minority business enterprises in dealing with governmental agencies and in developing proposals for changes in state agency rules.

(7) "Financial institution" means any bank, trust company, insurance company, savings and loan association, credit union, federal lending agency, or foundation.

(8) "Secretary" means the secretary of the Department of Management Services.
It is unlawful for any individual to falsely claim to be a minority business enterprise for purposes of qualifying for certification with any governmental certifying organization as a minority business enterprise in order to participate under a program of a state agency which is designed to assist certified minority business enterprises in the receipt of contracts with the agency for the provision of goods or services. The certification of any contractor, firm, or individual obtained by such false representation shall be permanently revoked, and the entity shall be barred from doing business with state government for a period of 36 months. Any person who violates this section is guilty of a felony of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

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FORM 00453

INSTRUCTIONS FOR DEBARMENT CERTIFICATION

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out herein in accordance with these instructions.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department of agency with which this transaction originated may pursue available remedies, including suspension and/or department.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant'" "person "primary covered transaction", "principal", "proposal", "voluntarily exclude", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of these regulations.

5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions", without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may, but is not required to check the Non-Procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended,

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debarred, ineligible, or voluntarily excluded from participation in this transaction may pursue available remedies, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT

Suspension, Ineligibility, and voluntary exclusion

Lower tier covered transactions

This certification is required by the regulations implementing *Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510 Participants responsibilities.* The regulations were published as **Part IV of the January 30, 1989, Federal Register (pages 4722-4733).**

***** BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON NEXT PAGE *****

(1)   The Prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

(2)   Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

_____

Organization Name

_____

Printed Names and Title

_____   _____

Signature   *Date*

FORM 00454

CONFLICT OF INTEREST STATEMENT

I HEREBY CERTIFY that

1. I, (printed name) _____, am the
   (Title) _____and the duly authorized representative of the firm of
   (Firm Name) _____whose address is

   _____, _____, _____, _____
   Address   City   State   Zip Code

   and that I possess the Legal authority to make this affidavit on behalf of myself and the firm for which I am acting;

2. Except as listed below, no employee, officer, or agent of the firm have any conflicts of interest, real or apparent, due to ownership, other clients, contracts, or interests associated with this project; and,

3. This Bid Submittal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the dame services, and is in all respects fair and without collusion or fraud.

EXCEPTIONS to items above (List):_____

      Signature: _____

      Printed Name   _____

      Firm Name: _____

      Date: _____

STATE OF   _____

COUNTY OF   _____

Sworn to and subscribed before me this _____day of _____, 20_____, by
_____, who is personally known to me or who has produced
_____as identification.

                                         _____

                                  Notary Public – State of _____

                                  Type or print name: _____

          (Seal)

                                  Commission No.: _____

                                  Commission Expires: _____

Form W-9
(Rev. October 2007)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

Give form to the requester. Do not send to the IRS.

Name (as shown on your income tax return)

Business name, if different from above

Check appropriate box: ☐ Individual/Sole proprietor ☐ Corporation ☐ Partnership
☐ Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ _____
☐ Other (see instructions) ▶

☐ Exempt payee

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Print or type *See Specific Instructions on page 2.*

Part I   Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

or

Employer identification number

Part II   Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here   Signature of U.S. person ▶   Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

● An individual who is a U.S. citizen or U.S. resident alien,

● A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,

● An estate (other than a foreign estate), or

● A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

● The U.S. owner of a disregarded entity and not the entity,

Cat. No. 10231X   Form **W-9** (Rev. 10-2007)

FORM 00457

IDENTIFICATION LABEL

NOTICE TO ALL PROPOSERS: A label has been provided to properly identify your bid. Place the proposal in a sealed envelope, complete the label, and affix it to the front of the box.

The Superintendent's office is open 8 a.m. – 5:00 p.m. Monday through Friday. If you hand deliver a proposal, a representative will be available to time/date stamp your submittal during these hours.

Cut out the label below and attach it to your envelope or box.

SEALED PROPOSAL – DO NOT OPEN   **SEALED PROPOSAL – DO NOT OPEN**

Proposal Title: _____

RFQ Number: _____

Opened Date: _____

From: _____

Address: _____

_____

Deliver To: **School Board of Gadsden County**

Finance / Purchasing Department

35 Martin Luther King Jr. Blvd.

Quincy, Florida 32351

SEALED PROPOSAL – DO NOT OPEN   **SEALED PROPOSAL – DO NOT OPEN**

End of Part Two

PART 3 – GENERAL REQUIREMENTS

3.1 **Summary:** The purpose of this solicitation is to establish a contract with a qualified vendor to provide network services to the Gadsden County School District. One day of onsite work will be required. Minimum 8 hours/day.

3.2 **Scope of Work:** See Overview.

3.3 **Project Specifications:**

The Gadsden County School District is requesting proposals for 384 hours of on-site support managing and optimizing the district network for the District Office, 12 schools and 3 administrative sites connected via owned and leased IP networks. The network includes the following technologies:

22 Fortigates in Standalone and HA (20% installed)
181 FortiSwitch (20% installed)
600 FortiAP (20% installed)
FortiAnalyzer (Installed)
FortiManager (Installed)
FortiSIEM (To be installed)
FortiMail (Installed)
FortiClient EMS supporting 4000 Windows and 3000 Chromebook Clients (Installed)
2 FortiNAC in HA (Installed, integration is ongoing with new hardware installs)
2 FortiPhone Enterprise in HA with 850 FortiPhones (To be planned and installed)
14 FortiRecorders (20% installed)
571 FortiCams (20% installed)
250 Third Party Cameras (Being decommissioned where possible)
400 Extreme Wireless Access Points (Being decommissioned as FortiAPs are installed)
150 Extreme Switches (Being decommissioned or repurposed where necessary)

Applicant will be working with the current technology team and be responsible for:

1. The review of installed technology
2. Developing a plan and schedule to install all new network equipment and helping ensure the local team can stay on schedule
3. Monitoring network performance and recommending enhancements
4. Creating and updating network documentation in the supplied documentation system
5. Review of security reports and recommending enhancements
6. Implementing upgrades and configuration changes in a safe and appropriate manner
7. Troubleshooting any issues that arise from the installation or configuration of network equipment
8. Developing Standard Operating Procedures for the installation and configuration of network equipment being installed to replace older equipment.
9. Developing Standard Operating Procedures for the maintenance and operation of the completed network

The contract is for the 2023-2024 school year.

The Applicant is expected to work one full day per week onsite. The Applicant will be expected to work directly with the District Network Coordinator, District Systems Engineer and other onsite technical teams for the successful completion of these items.
Preference is for Fortinet Partner designation or Fortinet Engineer.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6b

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: Purchase of School Buses

DIVISION: Transportation
N/A

_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Transportation Department seeks to purchase three Blue Bird 77 passenger buses from Florida Transportation Systems, Inc. at a cost of $145,731.00 per bus totaling $437,193.00. These buses will replace buses that have exceeded service-life capacity and need to be removed from the transportation fleet.

FUND SOURCE: Capital Outlay

AMOUNT: $437,193.00

PREPARED BY: Matthew Bryant

POSITION: Director of Transportation

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____

_____

CHAIRMAN'S SIGNATURE: page(s) numbered
REVIEWED BY: _____

FLORIDA TRANSPORTATION SYSTEMS, INC.

6041 Orient Road
Tampa, FL 33610

813.980.0174
800.282.8617
fax 813.985.7874

www.FTS4Buses.com

Florida Transportation Systems	**77-Capacity - DIESEL**
Body Make and Model	Blue Bird Vision
Chassis Make and Model	BBCV 3303
Engine, HP/LB-FT	Cummins B6.7 229/660
Transmission	Allison 2500 PTS
FTS Inventory #s	**12048 - 12057**
Available	**Spring 2024**

Base Bus Price	$117,824

Chassis Options INCLUDED	
[C1A] Tow Eyes Front	$43
[C1B] Tow Hooks Rear	$213
[C3] Auto Trans Warranty	STD (7 YRS / Unlimited Miles)
[C4] 100 Gallon Fuel Tank* (100-Gallon)	$463
[C6] 270 Amp L/N 4864 Alternator (280 Amp L/N)	$412
[C8] Adjustable Pedals	$801
[C13] Auto Headlamp System	Standard

Body Options INCLUDED	
[B1] Pro Lo Hatch	Standard
[B3] Vandal Box w/Key	Standard
[B4] 76" High Headroom (minimum)	Standard
[B5B] PA with Radio	$776
[B6] Locking Door at Fuel Tank	$26
[B13] Bus Lockup System	$331
[B15] Stainless Steel Mirror System	Standard
[B16] Battery Disconnect Switch Label	Standard
[B18] Underseat Rear Heater	$694
[B19] Tailpipe Through Bumper	No Charge
[B20] Powder-Coated Windows	$211

Air Conditioning INCLUDED	
T/A MCC-2 - AC-12iw17iw133d - (2)QP-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall - (2)Condensers	$12,230
T/A MCC - TM-55 In Lieu of (2)TM-21	$1,600

Delivery - Gadsden	$1,110

Additional Optios INCLUDED	
ADA Handrail Stepwell - FORWARD	$175
Brake - VGT Exhaust Brake	Standard
Camera Back-Up / Image In Rosco Mirror	$595
Cup Holder	$54
Fan 6-Inch Auxilliary - Left Windshield	Standard
Glove Box and LH Console Storage	$135
Governed Road Speed - 75 MPH	Standard
Two Piece Curved Windshield	$138
Tag & Title Processing	$225

Video & GPS System - Seon	
AT-VULCAN12 - Vulcan 12 DVR SYSTEM, 1 TB HARD DRIVE, 1 CAMERA, CABLE KIT, PASSIVE GPS	$2,500
AT-CAM - 4 Additional Internal Cameras ($450 Each)	$1,700
AT-EXTCAM - 2 Exterior Cameras ($600 Each	$1,200
AT-CP4 MONITOR - CP4 Touch Screen Monitor	$325
AT-WIND MOUNT - Mount For Windshield Camera	
1 External Camera (Specify Model Needed on PO)	$600
TRIMDANTV2 - Tri-Mode Roof Mount Antenna	$1,350

Delivered Price Per Bus	$145,731

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO.   6c

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: Vehicle Purchase from Coggin Toyota at the Avenues and Gadsden County School Board

DIVISION: Exceptional Student Education and Student Services Department

__No___ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

The local educational agency agrees that vehicles purchased with IDEA, Part B funds will be used only for IDEA, Part B special education-related activities. This includes transporting students with disabilities to and from school if the students' IEP requires specialized transportation. Vehicles purchased with IDEA, Part B funds may also be used to transport children with disabilities during the school day if related to their special education and related services. Special education staff may also use vehicles for the purposes of IDEA, Part B special education-related activities only. These restrictions apply even if only a portion of the vehicle cost is covered with IDEA, Part B funds.

FUND SOURCE: K-12 American Rescue (IDEA)
AMOUNT: $52,013.74
PREPARED BY: Kesandra Brown
POSITION: Director of Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

___2____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____3_____

CHAIRMAN'S SIGNATURE: page(s) numbered _____3_____

This form is to be <u>duplicated</u> on <u>light blue paper</u>.

Proofread by:_____

_____ _____
Date   **Chair, School Board of Gadsden County**

_____ _____
Date   **Superintendent, Gadsden County School District**

![Coggin Toyota At The Avenues logo]

COGGIN TOYOTA At The Avenues

Date: **9/28/2023**
Salesperson: **Dominick Barksdale**
Manager: **Gregory Alderman**

CUSTOMER GASDEN COUNTY SCHOOL DISTRCT   Home Phone :

Address :   ,   Work Phone : **(850) 627-9651**

E-Mail : **BROWNK@GCPSMAIL.COM**   Cell Phone : **(850) 597-2625**

VEHICLE

Stock # : **CTAL230946A**   New / Used : **Used**   VIN : **5TDYRKEC5PS144349**   Mileage: **10311**

Vehicle : **2023 Toyota Sienna**   Color : **Green**

Type : **XLE 7 Passenger (CVT) 4dr Front-Whe**

MSRP/Sale Price	50,981.00
Finance Cash	-1,000.00
Discount	2,299.00
Sales Price Sub-Total	47,682.00
Tax	3,049.74
Tag and Title Fees	483.00
Predelivery Service Charge*	799.00
Cash Deposit	.00
Balance Forward	52,013.74

Customer Approval: _____   Management Approval: _____

Terms and Conditions subject to credit approval. For Information Only. This is not an offer or contract for sale.

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: Discretionary One-half Cent Capital Outlay Surtax Ballot Resolution

DIVISION: Finance Department/Support Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

This is a recommendation for School Board approval of a discretionary one-half cent capital outlay surtax for the expressed purposes of a) upgrading and modernizing schools and facilities to keep them safe and make them more conducive to learning through renovation, repair, and remodeling; b) reducing portable classrooms as appropriate to improve school facilities; and c) enhancing athletic fields, including but not limited to addressing handicap accessibility and safety.

It is anticipated that a one-half cent surtax in Gadsden County, Florida will generate approximately $2,358,751.00 dollars annually for the period of the surtax. The estimated financial impact will be an increase in revenue for facilities improvements and modernization. These funds will be appropriated within the district's budget for the fiscal year in which the election occurs.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: LaClarence Mays/Dr. Sylvia R. Jackson

POSITION: Interim Finance Director/Assistant Superintendent, Support Services

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____

CHAIRPERSON'S SIGNATURE. page(s) numbered _____

REVIEWED BY: _____

EXHIBIT A

SURTAX CAPITAL OUTLAY PLAN

1. Pursuant to Section 212.055(6), Florida Statutes, capital improvements for schools and district facilities to be funded by proceeds of the sales surtax shall be for:
    a. Upgrading and modernizing schools and district facilities to keep them safe and make them more conducive to learning through renovation, repair, remodeling, and technology upgrades.
    b. Reducing portable classrooms as appropriate to improve school facilities.
    c. Enhance athletic fields, including but not limited to addressing handicap accessibility and safety.

2. Proceeds of the sales surtax and interest thereon may also be used for the purpose of servicing bond indebtedness to finance the projects authorized above in section 1.

3. In determining the scope of the projects, the School Board will consider facility needs and conditions, and provide for a safe and appropriate learning environment.

4. A District Facilities Committee consisting of not less than two (2) independent citizens shall monitor and advise the School Board on the expenditure of sales surtax proceeds.

5. Currently, the School Board must comply with State Requirements for Educational Facilities (SREF). All construction pursuant to this Plan must meet SREF standards. If the State of Florida amends or modifies school construction requirements for the School Board, then all construction pursuant to this Plan must comply with the revised requirements.

EXHIBIT B

FORM OF NOTICE OF ELECTION

NOTICE OF ELECTION DATE IN
GADSDEN COUNTY, FLORIDA

NOTICE IS HEREBY GIVEN THAT AN ELECTION HAS BEEN CALLED BY THE
SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, AND WILL BE HELD FROM
7:00 A.M. UNTIL 7:00 P.M. ON THE DAY OF NOVEMBER 5, 2024, AT WHICH TIME
THERE SHALL BE SUBMITTED TO THE DULY QUALIFIED ELECTORS OF GADSDEN
COUNTY,FLORIDA THE FOLLOWING QUESTION:

School Capital Outlay Sales Surtax to Improve
Safety and Learning Environments

To upgrade aging schools and district facilities through repairs and
modernization and to keep schools safe and conducive to learning, shall
the Gadsden County School Board be authorized to levy a 15-year half-
cent sales surtax, with expenditures based upon the Surtax Capital Outlay
Plan, and monitored by a District Facilities Committee consisting of not less
than two (2) independent citizens?

_____ For the Half-Cent Tax

_____ Against the Half-Cent Tax

A RESOLUTION OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, DIRECTING A REFERENDUM TO BE HELD ON NOVEMBER 5, 2024, PURSUANT TO SECTION 212.055(6), FLORIDA STATUTES, FOR THE PURPOSE OF SUBMITTING TO THE DULY QUALIFIED ELECTORS OF GADSDEN COUNTY, FLORIDA, A QUESTION REGARDING THE LEVY OF A DISCRETIONARY SALES SURTAX IN GADSDEN COUNTY OF ONE-HALF CENT FOR SPECIFIED PURPOSES; PROVIDING FOR PROPER NOTICE OF SUCH ELECTION; AUTHORIZING CERTAIN INCIDENTAL ACTIONS, PROVIDING FOR SEVERABILITY, AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, the School Board seeks to upgrade and modernize its aging schools and facilities to keep them safe and make them more conducive to learning through renovation, replacement, construction, security, and technology improvements; and

WHEREAS, this resolution shall set forth a plan consistent with the provisions of section 212.055(6), Florida Statues, for use of the proceeds of the levy and collection of the surtax for capital outlay projects.

BE IT RESOLVED BY The School Board of Gadsden County, Florida, acting as the governing body of the school district of Gadsden County, Florida, as follows:

SECTION 1. AUTHORITY FOR RESOLUTION. This resolution is adopted pursuant to section 212.055(6), Florida Statutes, and other applicable provisions of law.

SECTION 2. FINDINGS. It is hereby found and determined that:

(a) Section 212.055(6), Florida Statutes, authorizes the School Board to levy a discretionary sales surtax not to exceed one-half cent on all taxable transactions. Such levy is subject to approval by a majority vote of the electors in Gadsden County, Florida.

(b) The School Board hereby determines that it is in the best interest of the School District of Gadsden County, Florida ("the District") and its students to levy the sales surtax authorized by and in accordance with Sections 212.055(6), and 212.054 Florida Statutes, in an amount equal to one-half cent (the "Sales Surtax").

(c) The School Board finds that it is necessary to upgrade and modernize its aging schools and facilities to keep them safe and make them more conducive to learning through renovation, replacement, construction, security, and technology improvements; to acquire land, construct, reconstruct and improve school facilities, including costs of retrofitting and providing for technology implementation; acquire equipment including safety and security; acquire technology hardware and software; and to service bond indebtedness, if any, all as further described in Exhibit A attached hereto and incorporated herein by this reference (collectively, the "Plan").

(d) The levy of the Sales Surtax is necessary in order for the School Board to be able to fund the facilities and projects within the Plan. The Sales Surtax shall be used to acquire, construct, reconstruct and equip the Plan or to make lease payments under the lease purchase agreements pursuant to sections 1001.42(11)(b)5. and 1013.15(2), Florida Statutes, or pay bond indebtedness issued to finance the Plan, all of which is permitted by Section 212.055(6), Florida Statutes. The Sales Surtax shall be levied for a period of fifteen (15) years, beginning January 1, 2025 through December 31, 2039, unless repealed or reduced prior to that time by resolution of the School Board, which repeal or reduction may be effectuated with referendum, so long as there are no bonds or other obligations of the School Board outstanding that are payable from the proceeds of such levy.

(e) The Plan consists of fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses, which have useful life expectancy of five (5) years or more, and any land acquisition, land improvement, design and engineering costs associated therewith. In addition, the Plan also has a component for costs of installing safety and security equipment, and retrofitting and providing for technology implementation, including hardware and software, for various sites with the District. The Plan also includes the making of lease payment under the lease purchase agreements pursuant to sections 1001.42(11)(b)5. And 1013.15(2), Florida Statutes, and/or servicing of bond indebtedness to finance expenditures authorized by section 212.055(6), Florida Statutes. Neither the proceeds of the Sales Surtax nor any interest acquired thereto shall be used for operational expenses.

(f) Revenues collected will be shared with eligible charter schools based on their proportionate share of the total district enrollment.

SECTION 3. DESCRIPTION OF PROJECTS AND ADOPTION OF PLAN FOR USE OF SURTAX REVENUES. The School Board hereby adopts the Plan for the use of Sales Surtax revenues, which provides for the use of such revenues to pay any portion of the costs of the Plan as described in the findings provided in Section 2 hereof. In accordance with the Plan, at the subsequent option of the School Board, Sales Surtax revenues may be used for the purpose of (a) paying any portion of the costs of a project, (b) servicing bond indebtedness the proceeds of which are used to finance any portion of the costs of the project, and (c) the making of lease payments pursuant to lease purchase agreements hereafter entered into for the acquisition of any portion of the project.

SECTION 4. PROJECT OVERSIGHT BY AN INDEPENDENT COMMITTEE. The School Board shall establish an independent oversight committee of volunteers (the "Committee") for the purpose of monitoring and providing advice regarding the implementation of the Plan, commencing upon approval of the Sales Surtax and extending through the date of completion of the projects to be funded under the Plan. The membership of the committee shall be established by School Board policy.

SECTION 5. LEVY OF SALES SURTAX. Subject to approval of the electors of Gadsden County, Florida, the School Board hereby levies the Sales Surtax in an amount equal to one-half cent per dollar. The Sales Surtax shall take effect on January 1, 2025, and shall remain in effect for the period of fifteen (15) years. If the Sales Surtax shall be approved by referendum, the School Board shall comply with all provisions of Section 212.055(6), Florida Statutes.

SECTION 6. ELECTION ORDERED. The School Board hereby requests the County Commissioners of Gadsden County, as the governing body of the county, to direct the Supervisor of Elections of Gadsden County to place on the November 8 general election ballot the statement(s) contained in the "Noticeof Election" attached hereto as Exhibit B, and to conduct said election pursuant to the provisions of the election laws of the State of Florida.

SECTION 7. OFFICIAL BALLOT. The ballots to be used in the general election shall bein full compliance with the laws of the State of Florida, and shall be in substantially the following form:

OFFICIAL BALLOT

School District of Gadsden County, Florida
General Election – November 5, 2024

School Capital Outlay Sales Surtax to Improve
Safety and Learning Environments

To upgrade aging schools and district facilities through repairs and modernization and to keep schools safe and conducive to learning, shall theGadsden County School Board be authorized to levy a 15-year half-cent sales surtax, with expenditures based upon the Surtax Capital Outlay Plan, and monitored by a District Facilities Committee consisting of not less than two (2) independent citizens?

_____ For the Half-Cent Tax

_____ Against the Half-Cent Tax

SECTION 8. PROVISIONAL AUTHORIZATION FOR MAIL BALLOT ELECTION. As provided in Section 101.6102, Florida Statutes, and as an alternative to the procedures described in this Resolution, the School Board authorizes the use of mail ballots for the general election in accordance with the procedures set forth in Section 101.6103, Florida Statutes.

SECTION 9. SEVERABILITY. In the event that any word, phrase, clause, sentence or paragraph hereof shall be held invalid by any court of competent jurisdiction, such holding shall not affect any other word, clause, phrase, sentence or paragraph hereof.

SECTION 10. REPEALING CLAUSE. All resolutions in conflict or inconsistent herewith are repealed insofar as there is conflict or inconsistency.

SECTION 11. EFFECTIVE DATE. This resolution shall take effect immediately upon its adoption. However, the Sales Surtax authorized hereunder shall only be effective upon approval by a majority vote of the qualified electors of Gadsden County.

ADOPTED at a regular meeting this 26th day of September 2023 with a quorum present and voting.

ATTEST:

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

By: _____

    Elijah Key, Jr.
    Superintendent of Schools and Ex-Officio Secretary to the Board

By: _____

    Leroy McMillan, Chairman

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: GCHS Marching Band and Dancers

DIVISION: Academic Services

_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field

trips must be approved by the School Board. Gadsden County High School Marching Band and Dancers

is requesting approval for an out-of-state field trip to participate in the National Peanut Festival Parade in

Dothan, Alabama. Please see the attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff

POSITION: Assistant Superintendent, Academic Services PreK-12

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__——Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered ————————————————————

THE SCHOOL BOARD OF GADSDEN COUNTY

Educating Every Student Today, Making Gadsden Stronger Tomorrow

FIELD TRIP REQUEST

DATE OF REQUEST:	SCHOOL:	CONTACT FOR FIELD TRIP:
9-18-23	Gadsden County High School	Ronte Harris

DATE OF TRIP:	WHO IS ATTENDING: (grade/organization)
NOV. 11, 2023	Marching Band members / Dancers

LOCATION:	TRAVELING BY:
5622 Highway 231 South Dothan, Alabama 36301	☑ School Bus/District Vehicle ☐ Charter Bus

PURPOSE:

The National Peanut Festival Parade

FUNDING source of this field trip: Please mark and "X" in the appropriate box

Students		Fundraiser		School/District Budget	

SCHOOL BUS –Required items for approval:	CHARTER BUS-Required items for approval:
1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Documentation showing correlation of the Florida Standards or benchmark to the field trip request	1. Principal's signature 2. Complete list of participants and chaperones 3. Signed Permission Form for each participant. 4. Complete final itinerary 5. Copy of charter bus contract with signatures 6. Proof of Insurance showing either district or school as insured

Signature of Person Requesting Trip

Approval of Principal (Signature required)

_____ APPROVED   _____ DENIED

_____   _____
Superintendent/Designee   Date

Please forward the completed form via email, district mail or fax:
Mrs. Euruka Fields, Program Assistant for Instructional Services
Fax: (850) 627-3530   Email: fieldse@gcpsmail.com

Revised 1/24/2023

Gadsden County High School

27001 Blue Star Memorial Hwy Havana, Florida 32333
Ph (850) 662-2300 Fax (850) 539-2863
www.gchs.gadsdenschools.org
Together, Everyone Achieves More: *Everyone Excelling Everyday* (T.E.A.M. **E²**)
Chelsea Franklin, Principal

Office of Band

Memorandum
To: All Band Members
From: Ronterrius James, Office Manager
Date: Saturday, November 11, 2023
Event: The National Peanut Festival, Dothan, Alabama

Itinerary:

5:00 a.m.: Report to Gadsden County High School

5:30 a.m.: Start Loading Bus and Prepare for Departure

6:00 a.m.: Depart for Parade: 5622 US Hwy 231 Dothan, Alabama

8:00 a.m.: Arrive at Parade Location

8:15 a.m.: End Breakfast and Start Preparing for Parade

8:15 a.m. - 9:00 a.m.: Warm Ups and Practice Dance Routine

9:15 a.m.: Head towards Parade Line Up

9:30 a.m.: Parade Steps Off

9:30 a.m. – 11:00 a.m. - Parade Starts/Ends (Students are REQUIRED for their OWN Lunch)

11:00 a.m. – 11:30 a.m.: Load Instruments on Bus and Await National Peanut Festival Tickets for Park Entry

11:30 a.m. – 3:00 p.m.: National Peanut Festival

3:30 p.m.: Start Reporting to Bus Loading Area

4:00 p.m. - Depart for Gadsden County High School

6:00 p.m.: Arrive at Gadsden County High School (Place All Instruments and other Band Items inside Band Room.)

Flute / Piccolo

1.
2.
3.

Clarinet

4.
5. Dubose, Octavian
   10
6.
7.

Saxophones

8.
9.
10. Chapman, Markens
    10
11.
    9

Trumpets

12.
    9
13.
14.
15.
    9

16.
17.

Trombones

18.
19.
20.

Baritone/ Euphonium

21.
22.

Tuba/ Sousaphone

23.
24.
25.
26.

Percussion

27.
28.

29.
30.
31.
32.
33.
34.

35.

36.
37.

Dance

38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.

Chaperons.

① Rontu Harris
② Rontumius James
③ Naomi Bell

Correlated Florida Standards for Band Performances

MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

MU.912.F.3.1 Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of ...

MU.912.F.3.3 Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversig...

MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.

MU.912.S.1.1 Improvise rhythmic and melodic phrases over harmonic progressions.

MU.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.

MU.912.S.2.1 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance...

MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.S.3.1 Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy...

MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.5 Develop and demonstrate proper vocal or instrumental technique.

DA.912.S.2.1 Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

2023 Parade Rules & Regulations

Parade Date:
Saturday, November 11, 2023

PARADE RULES AND REGULATIONS

1. The National Peanut Festival is celebrating its 79th year, and this year's Festival theme is: **"*Peanuts Galore and So Much More!*"**

2. The deadline for parade entry forms is October 6, 2023. Any applications received after this date WILL NOT be accepted. All applications will be reviewed; however, receipt of application does not insure acceptance. Script information will be sent by October 15 to those who are accepted. Line up positions will be mailed the first week of November.

3. All entries must be approved by the National Peanut Festival.

4. ALL COMMERCIAL ENTRIES MUST BE A FLOAT, and will be charged a $100 entry fee. Entry fees must be paid in full by October 6, 2023. Entry fees are not refundable unless applications are rejected.

5. All entry fees or float payments must be made either with cash, business check, cashier's check or money order. Please make checks payable to: National Peanut Festival or NPF.

6. Each entry must be submitted on an official parade entry form. Please check to be sure that you have included each of the following (where applicable):

   A. APPLICATION
   B. SIGNED LIABILITY DISCLAIMER
   C. ENTRY FEE (COMMERCIAL ENTRIES ONLY)
   D. SKETCH (FLOATS)

7. The National Peanut Festival reserves the right to placement of all parade units. Placement will be determined for the most pleasant, smooth running parade possible.

8. No one younger than age 12 will be allowed to walk in the parade.

9. All automobile signs will be furnished by the National Peanut Festival.

10. THERE WILL BE NO THROWING OR HANDING OUT OF OBJECTS FROM THE PARADE UNITS. VIOLATORS WILL BE IMMEDIATELY REMOVED FROM THE PARADE BY THE PARADE MARSHALS.

11. There will be NO SOLICITATION OF FUNDS along the parade route.

12. NO ONE WILL DISMOUNT TO GREET OR WALK AMONG THE SPECTATORS. VIOLATORS WILL BE REMOVED FROM THE PARADE BY PARADE MARSHALS.

13. All final judging will be done at the Reviewing Stand.

FLOATS

14. **The cost for a basic float from the NPF Float Builder is $1,000. Checks will be made payable to the National Peanut Festival or NPF.**

15. Sponsors for Miss and Little Miss Contestants, who are renting a float from the National Peanut Festival Float Builder, must pay for their floats in full by **September 19, 2023.** Any sponsor who fails to pay their entire float fee by this deadline may cause their contestants to be disqualified from the NPF pageants.

Other float entries built by the National Peanut Festival Float Builder:

    A.   Must be ordered from the Float Builder by September 19, 2023.

    B.   A 50% deposit will be required on September 19th for businesses or organizations who are not sponsors for Miss and Little Miss Contestants.   Floats must be paid in full by October 20, 2023. Failure to pay for floats in full by Friday, October 20th will void your contract with the float builder and you will not have a float in the 2023 parade. Only cash, business checks, money orders or a cashier's check will be accepted.

ALL FLOATS

    A. **Must be submitted on an official parade entry form.**

    B. **THIS YEAR, EACH FLOAT ENTRY MUST PROVIDE THEIR OWN VEHICLE TO PULL THEIR FLOAT.   LIABILITY INSURANCE WILL BE REQUIRED ON THE VEHICLE PULLING THE FLOAT. YOU MAY PROVIDE THAT PROOF OF INSURANCE ON FRIDAY, WHEN THE FLOAT IS TAKEN TO THE HOUSTON COUNTY FARM CENTER.**

    C. Float must be at least 15 feet in length.

    D. Floats may be pulled by truck, SUV or personal vehicle only!

    E. Riders must be sitting or stationary.

    F. **FLOATS MUST BE AT THE ASSEMBLY POINT BY 2:00 PM ON FRIDAY, NOVEMBER 10TH, 2023.   ASSEMBLY POINT IS THE HOUSTON COUNTY FARM CENTER.**

    G. **THE VEHICLE THAT YOU PROVIDE TO PULL YOUR FLOAT MUST REMAIN OVERNIGHT AT THE FARM CENTER. SECURITY WILL BE PROVIDED BY THE NPF.**

    H. **DRIVERS MUST BE AT THE FARM CENTER NO LATER THAN 6:00 A.M. ON SATURDAY, NOVEMBER 11. THEY WILL BE ESCORTED TO THEIR LINE-UP POSITION BY THE DOTHAN POLICE DEPARTMENT.**

    I. **IF YOU BUILD YOUR OWN FLOAT, IT DOES NOT HAVE TO RETURN TO THE HOUSTON COUNTY FARM CENTER AFTER THE PARADE.**

FINAL JUDGING WILL BE DURING THE PARADE AT THE VIP REVIEWING STANDS.

ALL FLOAT RIDERS, EXCEPT 2023 MISS & LITTLE MISS NPF CONTESTANTS, WILL NEED TO BE AT THE PARADE ROUTE BY 8:00 AM AND MUST KNOW THEIR UNIT NUMBER. PLEASE ENTER HWY 84 EAST AT SOUTHEAST HEALTH AND DRIVE WEST UNTIL YOU SEE A PARADE MARSHAL.

FLOAT RIDERS MUST BE PICKED UP AT THE 1700 BLOCK OF WEST MAIN STREET, IMMEDIATELY AFTER THE PARADE. NPF PAGEANT CONTESTANTS WILL RECEIVE INSTRUCTIONS FROM THE PAGEANT COMMITTEE.

FOR SAFETY REASONS, PLEASE DO NOT GET OFF YOUR FLOAT UNTIL YOU GET ASSISTANCE FROM A PARADE OFFICIAL.

16.   The "Joe Whatley Float Awards" will be presented to the top 5 floats based on the following criteria:

        Originality ………………………………………………… 30%

        Decorative Quality …………………………………….. 25%

        Use of Theme ……………………………………………….. 25%

        Use of Peanuts or Peanut Products

        (real or artificial) …………………………………….. 20%

17.   Prize money for these awards will be:

        1st Place …………………………………………………… $300

        2nd Place …………………………………………………. $250

        3rd Place …………………………………………………… $200

        4th Place …………………………………………………… $150

        5th Place …………………………………………………… $100

18. The "President's Award" for the Best Overall Float will receive $500.

19. The "Jack M. Tyson Award" for the Most Creative and Original Float will receive $400.

20. The "Harry Teasley Award" will be presented to the entry representing the best use of the theme. This float will receive $500.

21. "The Ronald Coleman Award" will be presented to the entry representing the best use of peanuts and peanut products. This float will receive $500.

22. Any float not constructed by the Festival Contractor must submit a sketch of the proposed float with their application.

BANDS

23. Each participating band will receive $550 to help offset the cost of the bus drivers.

24. Bands will not be competing during the parade.

25. Each participating band member will receive a complimentary ticket to the National Peanut Festival after their performance. These tickets will be given out by your band director after the parade.

26. BAND LINE-UP TIME IS 7:30 AM ON HIGHWAY 84 EAST. ALL BUSES MUST BE OFF THE PARADE ROUTE BY 8:15 AM. BAND MEMBERS ARE REQUESTED NOT TO FILTER BACK INTO THE PARADE ROUTE AFTER COMPLETION OF THE PARADE.

HIGH SCHOOL ROTC UNITS

27. All ROTC units must have a minimum of 12 members. Members will each receive a complimentary NPF ticket at Parade.

28. THERE WILL BE NO STOPPING THE PARADE ROUTE.

29. Each unit should be preceded by its own color guard.

30. All ROTC units will assemble in the Civic Center Parking Lot at 8:00 AM.

SPECIAL GUESTS

31. Any current national or state office holders.

32. Area Mayors, Dothan City & Houston County Commissions.

33. Dignitaries invited by the National Peanut Festival Board of Trustees.

34. Agricultural Queens and Festival Queens with reciprocal Parade agreements with the National Peanut Festival will be sent an invitation from the National Peanut Festival. Participants must be age 17 or over.

   ❖ Any special guest or parade participant who holds more than one title, must decide which title they wish to represent in the parade.
   ❖ A FLOAT IS REQUIRED AND MUST BE PROVIDED BY APPLICANT FOR ANY OTHER SPECIAL GUESTS NOT MENTIONED ABOVE.

MILITARY UNITS

37. Military units from Fort Novosel will be escorted to the line-up by Dothan Police.

38. Military units will assemble at the Civic Center Parking Lot at 8:00 AM. SPECIAL PARKING WILL BE DESIGNATED AT THE END OF THE PARADE ROUTE FOR THEIR VEHICLES.

SHRINE UNITS

39. Enter Hwy 84 from Southeast Health from 7:00 – 7:30 AM. Reload your units at Northcutt Drugs on Main Street. For the safety of spectators: Shrine Units will be asked to travel in a straight line down the parade route and remain in the two middle lanes. **Violators of this safety rule will be removed from the line-up.**

WALKING UNITS

NO ONE YOUNGER THAN 12 YEARS OF AGE WILL BE ALLOWED TO WALK IN THE PARADE.

40. Walking units must be non-profit organizations or characters or mascots of businesses invited by the National Peanut Festival to participate in the parade. Costumes, uniforms or matching outfits are required. Entries must be of entertainment value as determined by the National Peanut Festival Board of Parade Committee.

41. The classifications of walking units are:
    A. Cheerleaders...March with their bands.
    B. Clown Groups... will not be assigned a number, but walk freely through the parade.
       (No hand-outs!)
    C. Walking Characters... will be assigned a unit number.

    CHARACTERS WITH COSTUMES THAT MAKE IT IMPOSSIBLE TO WALK THROUGH THE ENTIRE PARADE ROUTE MUST PROVIDE THEIR OWN VEHICLE.

SPECIAL NOTES TO ALL PARTICIPANTS:

❖ FLOAT RIDERS WILL NEED TO BE PICKED UP AT THE 1700 BLOCK OF MAIN STREET.

❖ SPECIAL GUESTS, WHO ORIGINALLY ASSEMBLED AT THE VIP COFFEE, WILL BE RETURNED BY SHUTTLE TO THE VIP REVIEWING STANDS.

❖ PARADE MARSHALS, WEARING BRIGHT ORANGE VESTS, WILL BE STATIONED ON EVERY BLOCK AND WILL BE HAPPY TO ASSIST YOU.

SPECIAL RULES REGARDING VEHICLES:

VEHICLES WILL BE LIMITED TO THE FOLLOWING PARADE PARTICIPANTS ONLY! ALL OTHERS WILL NEED TO PROVIDE AN APPROVED FLOAT.

❖ SPECIAL GUESTS (LISTED ON PAGE 3)
❖ MILITARY
❖ MEDIA
❖ HOST CITY VEHICLES
❖ LAW ENFORCEMENT
❖ CHARACTERS OR MASCOTS FROM BUSINESSES INVITED BY THE NATIONAL PEANUT FESTIVAL.
❖ WINNERS OF AUTHORIZED NPF COMPETITIVE EVENTS (CUBMOBILE, ETC.)

NATIONAL PEANUT FESTIVAL PARADE APPLICATION
PARADE DAY: SATURDAY, NOVEMBER 11, 2023

UNIT NUMBER: _____

(NPF WILL ASSIGN)

DEADLINE FOR PARADE APPLICATION: OCTOBER 6, 2023

NAME OF ORGANIZATION: Gadsden County High School Marching Band

PLEASE CIRCLE ONLY ONE:

(BAND)   FLOAT   MILITARY   MOTORCYCLES   ROTC   SHRINERS   WALKING

BANDS: Total Number of Playing Members (including Percussion): 45-50

Total Number of Marching Members: 40

ROTC: Total Number of Members Including Color Guard: 0

Brief Description of unit: (Approximate Number of Riders, Walkers, ETC.) 0 Marching Band

Consist of Walkers and Dancers

CHECK ONE OF THE FOLLOWING IF YOU ARE A FLOAT UNIT:

_____ BUILDING OUR OWN FLOAT (SKETCH REQUIRED)

_____ FLOAT TO BE BUILT BY NPF BUILDER.

*IF NPF FLOAT BUILDER IS BUILDING FLOAT, PLEASE LET THE PERSON RESPONSIBLE FOR PAYING FOR THE FLOAT COMPLETE AND SIGN THE INFORMATION BELOW.

NAME OF INDIVIDUAL IN CHARGE: Ronterrius J. James

MAILING ADDRESS: 27001 Blue Star Memorial Highway

CITY: Havana   STATE: Fl.   ZIP: 39333

EMAIL ADDRESS: james.Ronterrius@gcpsmail.com

DAYTIME PHONE #: 850-579-8079   EVENING PHONE #: same

I HAVE READ THE ATTACHED RULES AND REGULATIONS AND AGREE TO ABIDE BY THE SAME AND ANY DECISION OF THE NATIONAL PEANUT FESTIVAL COMMITTEE.

9/18/2023
DATE

[signature]
SIGNATURE OF INDIVIDUAL RESPONSIBLE FOR UNIT

MAIL OR DELIVER APPLICATION TO: NATIONAL PEANUT FESTIVAL PARADE
5622 US HIGHWAY 231 SOUTH
DOTHAN, ALABAMA 36301

E-MAIL TO: Carrie@nationalpeanutfestival.com or FAX TO: 334-793-3247

ACTION TAKEN: (NPF WILL COMPLETE) _____

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NATIONAL PEANUT FESTIVAL
2023 LIABILITY DISCLAIMER

IF YOU DO NOT WISH TO SIGN THIS AGREEMENT FOR YOUR ENTIRE GROUP, PLEASE MAKE COPIES OF THIS DISCLAIMER AND LET EACH PERSON PARTICIPATING SIGN A COPY. YOU MAY SEND ALL DISCLAIMERS WITH YOUR ENTRY FORM OR YOU MAY SIGN ONE FORM FOR YOUR GROUP AND KEEP

THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC. DOES NOT PROVIDE LIABILITY INSURANCE FOR THE PROTECTION OF PARADE PARTICIPANTS, SPECTATORS, MERCHANTS, OR OTHERS INVOLVED IN SIMILAR ACTIVITIES WHO PARTICIPATE IN THE NATIONAL PEANUT FESTIVAL'S PARADE.

IN CONSIDERATION OF PARTICIPATING IN SUCH ACTIVITY, THE PARADE PARTICIPANT DOES HEREBY RELEASE AND FOREVER DISCHARGE THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC., ITS OFFICERS, OFFICIALS AND MEMBERS, JOINTLY AND SEVERALLY FROM ANY AND ALL ACTIONS, CAUSES OF ACTIONS, CLAIMS AND DEMANDS FOR, UPON OR BY REASON OF ANY DAMAGE, LOSS OR INJURY, WHICH HEREAFTER MAY BE SUSTAINED BY PARADE PARTICIPANTS, MERCHANTS, SPECTATORS OR OTHERS IN CONSEQUENCE OF PARTICIPATING IN THE NATIONAL PEANUT FESTIVAL PARADE ACTIVITIES.

THIS RELEASE EXTENDS AND APPLIES TO, AND ALSO COVERS AND INCLUDES, ALL UNKNOWN, UNFORESEEN, UNANTICIPATED AND UNSUSPECTED INJURIES, DAMAGES, LOSS AND LIABILITY, AND THE CONSEQUENCES THEREOF. AS WELL AS THOSE NOW LOCAL OR TERRITORIAL LAW OF STATUE PROVIDING IN SUBSTANCE THAT RELEASES SHALL NOT EXTEND TO CLAIMS, DEMANDS, INJURIES OR DAMAGES WHICH ARE UNKNOWN OR UNSUSPECTED TO EXIST AT THE TIME, TO THE PERSON EXECUTING SUCH RELEASE, ARE HEREBY EXPRESSLY WAIVED.

I HEREBY AGREE ON BEHALF OF MY HEIRS, EXECUTOR, ADMINISTRATORS, AND ASSIGNS, TO INDEMNIFY THE NATIONAL PEANUT FESTIAVL ASSOCIATION, INC., AND ALL MEMBERS AND OFFICIALS OF THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC., JOINTLY AND SEVERALLY AND HOLD HARMLESS FROM AND AGAINST ANY AND ALL ACTIONS, CLAIMS, DEMANDS AND LIABILITIES, LOSS DAMAGES AND EXPENSE OF WHATEVER KIND OR NATURE, INCLUDING ATTORNEY FEES, WHICH MAY AT ANY TIME BE INCURRED BY REASON OF MY PARTICIPATION IN THE FESTIVAL PARADE.

IT IS FURTHER AGREED AND UNDERSTOOD THAT SAID ALLOWANCE OF MY PARTICIPATION IN THE NATIONAL PEANUT FESTIVAL PARADE IS NOT BE CONSTRUED AS AN ADMISSION OF ANY LIABILITY AND ACCEPTANCE OF ASSUMPTION OF RESPONSIBILITY, BY THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC., ITS OFFICERS AND MEMBERS, JOINTLY AND SEVERALLY. PARADE PARTICIPANT SHALL INDEMNIFY THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC., ITS MEMBERS AND OFFICERS, JOINTLY AND SEVERALLY, FOR ALL DAMAGES AND EXPENSES FOR WHICH THE NATIONAL PEANUT FESTIVAL ASSOCIATION, INC., ITS MEMBERS AND OFFICERS, JOINTLY AND SEVERALLY, BECOME LIABLE AS A RESULT OF ANY ALLEGED ACT OF THE PARADE PARTICIPANT.

NAME OF ORGANIZATION: _Gadsden County High School Band_

DATE: _9/18/2023_   _Rosemarie J. James, Bands Office Mgr._

SIGNATURE OF PARADE PARTICIPANT OR SPONSOR
(IF MINOR, SIGNATURE OF PARENT OR GUARDIAN)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b _____

DATE OF SCHOOL BOARD MEETING: October 16, 2023____

TITLE OF AGENDA ITEM: School Safety-Reunification Plan

DIVISION:

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to seek Board approval to implement The Standard

Response Protocol K12, Reunification Plan, created by the "I love u guys" Foundation.

The objective of this manual is to help our district develop, train and mobilize a district reunification team, and implement tangible, on-site and off-site reunification plans. Inherent in this objective is creating or strengthening partnerships with first responder agencies – police, fire and medical. By having district and school personnel build a well-designed draft plan, it becomes easier to engage the first responders and other key participants in the planning process. Schools, districts, departments, agencies and organizations may use all materials, at no cost to the district.

FUND SOURCE: No cost to the district.

AMOUNT: N/A

PREPARED BY: Tiffany Parsons-Buckhalt   TB

POSITION: School Safety Specialist_____

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

2023

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol In a K12 Environment

K12 SCHOOLS AND DISTRICTS

HOLD   **SECURE**   **LOCKDOWN**   **EVACUATE**   **SHELTER**

i love u guys
FOUNDATION ®
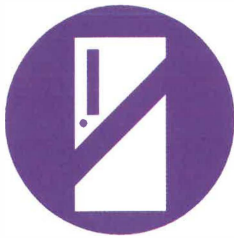
PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

It means to be in the midst of those things and still be calm in your heart.

i love u guys
FOUNDATION

STANDARD RESPONSE PROTOCOL®

SRP 2023 K-12 CHANGE HISTORY VERSION 4.1

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	2009-03-02	Original content
Russ Deffner John-Michael Keyes	2.0	2015-01-08	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
Tom Kelley (TxSSC)	2.1	2017-12-02	Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom". Texas School Safety Center version
John-Michael Keyes	2.2	2018-05-22	Content, edits. Colorado School District Self Insurance Pool version.
John-Michael Keyes	3.0	2019-06-05	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	2020-01-17	Replaced Lockout Action with Secure Action
Ellen Stoddard-Keyes	4.0	2020-06-23	Added new content and incorporated suggestions.
I Love U Guys Foundation	4.1	2022-6-15	Additional Guidance, Detail and Resources
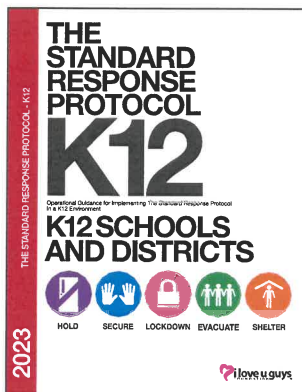
The Standard Response Protocol 2023 K12
Operational Guidance for Schools, Districts, Departments and Agencies

Version 4.1 ISBN-13: 978-1-951260-07-1

DEDICATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation. This book is dedicated to Emily.

FORWARD

The original concept of this program came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in response. It is fairly common, after a tragedy, to hear someone say "I didn't think that would happen here," so the assumption is that there was no response plan for it.

Many safety plans The Foundation looked at contained similar actions being used for the various incidents, but they were called different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond school.

This book contains guidance on using the actions, as well as discussions and other considerations when using The Standard Response Protocol.

ACKNOWLEDGMENTS

The Keyes family is primarily grateful to responders Deputy Chief A.J. DeAndrea and Deputy Mike Denuzzi for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There's a story there…)

Thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, and to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

STAFF

Need we say more? At the release of this version, The Foundation employs five people full time, all of whom bring unique skills, curiosity and intelligence to these materials, so it's all hands on deck.

Current Staff:
Allyson Jones, Communications Manager, Carly Posey, Mission Director, Dan Rector, Emergency Management Planner, Ellen Stoddard-Keyes, Operations Director, and John-Michael Keyes, Executive Director

BOARD OF DIRECTORS

Chris Zimmerman, Craig Straw, Dave Bauer, Frank DeAngelis, Heilit Biehl, James Englert, Louis S. Gonzalez, Martha Vargas, Murphy Robinson, and Pat Hamilton.

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their dedication and wisdom.

AUTHORS AND CONTRIBUTORS

We are incredibly grateful to the people who have helped with the development of the programs. For contributions to content we are grateful to the following people:

Dr. David Benke (former teacher and former Board member) for Teacher Guidance;

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting) for content contribution and training expertise;

Russell Deffner (Advisor/Contractor/Volunteer) for Incident Command Guidance;

Tom Kelley (School Safety Training and Education Specialist, Texas School Safety Center) for content contributions;

Ian Lopez (Director of Safety & Security, Cherry Creek Schools) for content contribution;

John McDonald (Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools) for ongoing discussion and input on what's really going on in the world;

Joleen Reefe (City and County of Broomfield Ret.) for the phrase, "Locks, Lights, Out of Sight";

Jaclyn Schildkraut (PhD, Associate Professor, Department of Criminal Justice, State University of New York at Oswego) for accuracy and research on drill and guidance;

Heidi Walts (Commander, Northglenn Police Department) for being the best sister and sister-in-law to John-Michael and Ellen, and also giving excellent guidance when they needed it the most.

ADJUNCT INSTRUCTORS

They conduct trainings around the country on a part time basis, bringing their expertise and knowledge to the table. And they bring back information about how we can improve the programs

Current Adjunct Instructors:
Stacy Avila (Arvada Police Dept. Ret.)

David Benke, retired teacher and former Board member

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting)

Pat Hamilton (Chief Operating Officer, Adams 12 Five Star Schools)

Chris Zimmerman (Principal, Cimarron Middle School, Douglas County)

CONTACT INFORMATION

The "I Love U Guys" Foundation can be reached online at https://iloveuguys.org.

Email: srp@iloveuguys.org

The "I Love U Guys" Foundation
P.O. Box 489, Placitas, NM 87043

"Tactics are intel driven."

What we plan is based on what we know.

"But the environment dictates tactics."

But what we do, is based on where we are.

– Deputy Chief A.J. DeAndrea
– Civilian Translation: John-Michael Keyes

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MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The "I Love U Guys" Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website (https://iloveuguys.org) for the detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but The Foundation cannot guarantee that the actual source is still available at that site.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use (details in the MOU and NOI documents) or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The "I Love U Guys" Foundation for more information and costs.

ABOUT SRP 2023

Since 2015, The Foundation offered optional classroom training that included "Hold in your classroom." In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

With SRP 2021, the Hold action was incorporated into the Standard Response Protocol and the Lockout action was changed to Secure.

For SRP 2023, there is expanded guidance, the introduction of the "SRP Lockdown Drill," and new communications guidance.

Although the SRP 2021 version is still valid, The "I Love U Guys" Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

THE "I LOVE U GUYS" FOUNDATION MOU

Some schools, districts, departments and agencies may desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. For a current version of the MOU, please visit iloveuguys.org.

The purpose of an MOU is to define responsibilities of each party and provide scope, and clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

This can be emailed to srp@iloveuguys.org

NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveuguys.org and let us know.

FAIR USE POLICY

These materials are for educational and informational purposes only and may contain copyrighted material the use of which has not always been specifically authorized by the copyright owner. In accord with our nonprofit mission, we are making such material available for the public good to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

The "I Love U Guys" Foundation IRS 501(c)3 est. 2006 asserts this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, these materials are distributed without profit to those who have expressed a prior interest in receiving the included information for criticism, comment, news reporting, teaching, scholarship, education and research.

If you wish to use copyrighted material from this site for purposes of your own that go beyond fair use, you must obtain permission from copyright owner.

If your copyrighted material appears in our materials and you disagree with our assessment that it constitutes 'fair use,' contact us.

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt-in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations. This policy applies to all information received by The "I Love U Guys" Foundation, both online and offline, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
   2.1. **Hold** - "In Your Room or Area."
   2.2. **Secure** - "Get Inside, Lock Outside Doors"
   2.3. **Lockdown** - "Locks, Lights, Out of Sight"
   2.4. **Evacuate** - A Location may be specified
   2.5. **Shelter** - State the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
   3.1. Complete the NOI and email it to srp@iloveuguys.org
   3.2. Send an email to srp@iloveuguys.org
4. The Memorandum of Understating (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from iloveuguys.org, and is provided to The "I Love U Guys" Foundation by emailing it to srp@iloveuguys.org
5. The following modifications to the materials are allowable:
   5.1. Localization of Evacuation events
   5.2. Localization of Shelter events
   5.3. Addition of organization logo

ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what's going on.

Certainly, temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at srp_rfc@ iloveuguys.org. Please include contact information, district, department or agency, including daytime phone.

STANDARD RESPONSE PROTOCOL®

INTRODUCTION
This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the "Terms of Art, which are actions," and "Directives" defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at
https://iloveuguys.org/The-Standard-Response-Protocol.html#Intro

A CRITICAL LOOK
Be prepared to look at existing plans with a critical eye, as often they can be described as a "Directive" of a certain "Term of Art." For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire. .

TIME BARRIERS
Time barriers or measures taken beforehand to 'harden the structure' can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder's attempt to break into the premises.

THE POWER OF A LOCKED DOOR
Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report* says this:

"The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door."

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the classroom door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

"SRP is not a replacement... it's an enhancement to your existing safety plans."

BEFORE YOU BEGIN
Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

*FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION
Presented to Governor Dannel P. Malloy State of Connecticut
March 6, 2015 - Document page 238 - Appendix A-I.1

HOLD   **SECURE**   **LOCKDOWN**   **EVACUATE**   **SHELTER**

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.

- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.

- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.

- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.

- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.

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STANDARD RESPONSE PROTOCOL®

CONSIDERATIONS, AND HOW TO BEGIN

This section of the guidance gives references for building and progressing your Emergency Operations Plan. It defines conditions, actions, responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

EMERGENCY OPERATIONS PLAN

To create or review your EOP, a good resource is the Readiness and Emergency Management for Schools Technical Assistance Center.

Go to rems.ed.gov. Click the Tools button, and in the dropdown menu, choose K12 Emergency Management Virtual Toolkit.

PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.

1. IS 100.C: Introduction to the Incident Command System .

2. IS-700.B: An Introduction to the National Incident Management System

3. IS 362.A: Multihazard Emergency Planning for Schools

These courses are available online at no cost on the internet at http://training.fema.gov. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see suggestions to contact local or regional responders. Whether it's law enforcement, emergency services, the fire department, or your county emergency manager, communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The " I Love U Guys" Foundation at info@iloveuguys.org and we may be able to connect you with a school or district near you that has a similar profile and/or similar challenges.

TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modifications with local fire authorities. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and applications will help determine the options for your schools.

DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.

If your classroom doors cannot be locked using gross motor skills from the inside of the classroom, keeping the classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter the classroom for other reasons, it provides an essential layer of protection against intruders.

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![SRP Standard Response Protocol logo]

STANDARD RESPONSE PROTOCOL®

WHO STARTS?

For obvious reasons, a person in authority at the school or district level would have to approve the use of the SRP. While they may be the authority, however, it's usually a security person or someone from the safety team (Liaison) who actually initiates the process.

If the organization has an MOU with The "I Love U Guys" Foundation that person is the Authorized Liaison, meaning that we communicate directly with them about updates and new materials.

Either way, the Liaison is the person who organizes and schedules internal training, puts up posters, and plans for outward communication. They may engage the district communication person to plan messages to educate parents and the community on the SRP.

MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources is critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created in order to guide schools in creating effective MOUs with local first responders. Download it from the SRP section at https://iloveuguys.org

TRAINING RESOURCES
SRP Training

While the SRP materials may be downloaded and implemented at no cost, The Foundation can provide onsite or online training for a cost, and has worked with a number of organizations in providing training workshops.

Send training inquiries to training@iloveuguys.org.

Do-It-Yourself Training

The "I Love U Guys" Foundation also provides a number of print, video, and presentation materials which can be downloaded.

It is recommended that a refresher training be conducted for students and staff in schools at least once during the school year using the materials. This can be as easy as showing a 7-minute video. Check https://iloveuguys.org frequently for new and updated materials.

WHAT ABOUT PARENTS AND GUARDIANS?

The Foundation provides informational SRP handouts for schools to send home or email to parents. These describe the SRP actions and directives, and also let parents know what they should expect to see and do during and after an incident.

While it's important to make sure parents understand this outward-facing part of your safety plan, finding the best method to deliver the information can be challenging. Here are some ways schools communicate the SRP to parents:

* Back to school events

* Email a link to the parent handout from the school website twice a year. That can be accompanied by student lessons on SRP.

* Flyers at parent teacher conferences

* A short training on Back to School night

* School Accountability Committee safety procedure review

* One district we're aware of publishes a short magazine periodically to send to the parents with school information. They put in a 2-page spread on the SRP, along with articles about what's going on at the school.

MESSAGING
Email, Text, and Auto Dialer

COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of incident, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the students and staff as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full-time Communication/ PIO supervisor. Within a school, there is usually at least one person who manages the low-level event and activity communication along with their primary job.

High-level event information should be as clear, concise, and complete as possible. Create a policy for protocol and content for each communication channel to maintain consistency.

DIRECT COMMUNICATION

It is safe to assume that most schools/districts communicate regularly with the student families through email.

In an emergency, add alternate methods for communication such as text and phone, which aren't used as frequently. Doing so will alert the recipients that this is more important than daily communication.

Decide which methods of direct communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members.

SOCIAL MEDIA CHANNELS

Most school day disruptions don't require any social media engagement, but if it is beneficial to alert the community of an incident, decide which channels are the best fit for your community. This is reliant on internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

CONTACTS

After determining the best methods to use, decide who you will need to communicate with in each situation. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders, dispatchers and media contacts as needed.

TIME

For certain incidents, there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message formats pre-approved and ready to use.

CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpected early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

If the school or district has a web page with information about what each SRP Action means and what the directives are, include a link to that page.

Plan on how you will be providing updates if those are needed, and include a link or reference to that site so recipients know where to look.

SAMPLE MESSAGING FOR EACH SRP ACTION

The following sections contain detailed instructions and considerations for each of the Standard Response Protocol Actions. Each section has sample messaging for that specific Action, and when and how it can be used.

FREQUENCY
Not all Actions will require an immediate communication response. For instance, if you anticipate a Hold or Secure taking no longer than 20 minutes, there's probably no need to alert anyone. If it looks like it will take longer, consider sending something out, since the situation has now become a bigger disruption to the day.

PREPARATION
A tabletop exercise is a start; basically, it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. Think about what immediate information is necessary, how to follow up, and who they will need to speak with/ follow to receive trusted updates.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

TWO MINDS
There are different messaging philosophies regarding how much information is too much information. In some events, a detailed description of the SRP Action and the steps taken by the school in response to the event are warranted. Guidance for this type of communication can be found under "Messaging to Parents" in the Hold, Secure, Lockdown, Evacuate, and Shelter sections.

For other events, a more generic message may provide enough information. The goal of the generic message is to inform the broader community that one of the SRP Actions was implemented but that no further action is required on their part. Think of it as a way to put parents, guardians, and others at ease.

Alternatively, the generic message can be used immediately following the protocol activation if details are unknown. In that case, a statement that "more information will be sent out via (*insert a link to them to click on*)."

GENERIC STANDARD RESPONSE PROTOCOL MESSAGE TO PARENTS

Subject: Safety Notification - [School Name] Activated a Standard Response Protocol

Dear Parent or Guardian,

Today the Standard Response Protocol was activated at *[School Name]* due to *[state the reason(s) that you used the action(s) of the Standard Response Protocol]*.

The safety and security of your child are our top priority. Learn more about the Standard Response Protocol at iloveuguys.org/The-Standard-Response-Protocol.html

To: Parent List

Subject: **Standard Response Protocol Activated**

Today the Standard Response Protocol was activated at your students school due to criminal activity in the area. Students were not impacted and classes continued as usual.

The safety and security of your child are our top priority. Learn more about the Standard Response Protocol at iloveuguys.org

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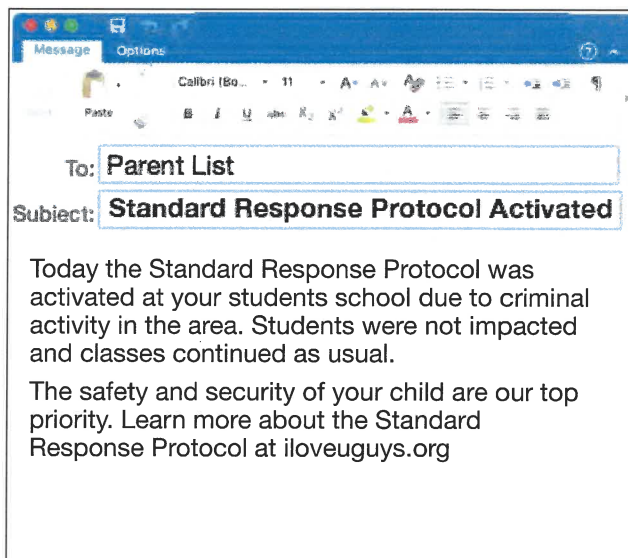
HOLD
In Your Room or Area

HOLD
IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
 Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear.

Thank you for your assistance in making this Hold work smoothly."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.
 The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Current Hold during the school day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Current Hold at the end of the day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Text Message

[School Name] has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

Notification that a Hold occurred during the day

Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? *

* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more.

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SECURE

Get inside Lock Outside Doors

SECURE
GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
 Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
 The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE

ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA

K12 2021
STANDARD RESPONSE PROTOCOL

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters outfacing to building entry doors, alerting potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.

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SECURE
Get inside Lock Outside Doors

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

Current Secure Action during the school day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Current Secure Action at the end of the day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Text Message

[School Name] is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

Notification that school was in Secure Action

Email

Subject Line: Safety Notification - Secure Ended at [School Name]

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? *

* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more.

LOCKDOWN
Locks, Lights, Out of Sight

LOCKDOWN
LOCKS, LIGHTS, OUT OF SIGHT
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS
The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS
The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY
When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION
Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

DRILLS
Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the *"SRP Lockdown Drill"* section of this book.

🔒 LOCKDOWN
Locks, Lights, Out of Sight

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.

LOCKDOWN
Locks, Lights, Out of Sight

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. include the information here, or in a separate communication thread.

Current Lockdown

Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown?*

Text Message:

[School Name] is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here *[link to social media page/site]* for updates.

Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

Lifted Lockdown

Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? *

Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

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* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at *[District Phone Number or Safety Hotline]* to notify us your child is safe.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more.

EVACUATE
A Location may also be provided

EVACUATE
TO A LOCATION
Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION
When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: https://iloveuguys.org/The-Standard-Reunification-Method.html

PUBLIC ADDRESS
The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS
The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM
The School Incident Command System should be initiated.

RESPONSIBILITY
The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION
Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another father away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveuguys.org/The-Standard-Response-Protocol.html

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY
The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS
Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES
Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD
After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Evacuation with a return to school anticipated

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

Evacuation with early dismissal planned

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

Evacuation to an off-site location

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

---

* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more.

POLICE LED
Evacuation after a Lockdown

POLICE LED EVACUATION
In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS
There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS
As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT
Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY
There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION
Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING
To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING
To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

LAW ENFORCEMENT MESSAGING
To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE
Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES
In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION
During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.

SHELTER
State the Hazard and Safety Strategy

SHELTER
STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear.

Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE
- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE
- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (https://iloveuguys.org/The-Standard-Response-Protocol.html).

SHELTER
State the Hazard and Safety Strategy

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

Shelter (Current)

Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently Sheltering due to [state reason for Shelter].

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Text Message

[School Name] is currently Sheltering due to [state reason for Shelter]. Please check your email and voicemail for more information.

Phone Call

Parents, [School Name] is currently Sheltering due to [state reason for Shelter]. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

Shelter (Past)

Email

Subject Line: Safety Notification - Shelter Ended at [School Name]

Dear Parent or Guardian,

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more. protocol at iloveuguys.org/The-Standard-Response-Protocol.html

Text Message

The Shelter at [School Name] has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

Phone Call

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

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* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveuguys.org/The-Standard-Response-Protocol.html for them to learn more.

SEQUENCING
The Actions
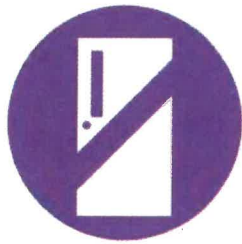
HOLD   SECURE   LOCKDOWN   EVACUATE   SHELTER

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN
The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE
The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN
Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE
Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.

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ENVIRONMENT
Dictates the Tactics

WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.

MATERIALS
And a Note for your Printer

NOTE TO PRINTERS
All materials are available to download from https://iloveuguys.org/The-Standard-Response-Protocol.html

This material may be duplicated for distribution per "SRP Terms of Use," which reads as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may have print these yourself or send them to a printer.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

PRINTING THE BOOKS
Books have been laid out with a 5 pica (.83") interior margin and a 4 pica (.67") exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

SRP CLASSROOM POSTER
This K12 SRP overview wall poster was created to be printed and placed on walls in order to remind everyone of the different SRP actions and allow teachers to start the conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in every classroom, near building entries, and at the entrances to the cafeteria, auditorium and gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11") and tabloid size (11 x 17"), in English and Spanish.
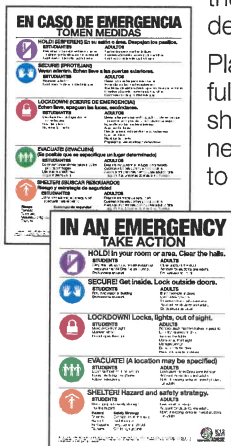
PUBLIC ADDRESS PROTOCOL POSTER
The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.

Hold! In your room or area. Clear the halls.

Secure! Get Inside. Lock outside doors.

Lockdown! Locks, Lights, Out of Sight.

Evacuate! To a Location.

Shelter! State the Hazard and Safety Strategy.

INFORMATION FOR PARENTS AND GUARDIANS
Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout is in PDF format and can be emailed or printed to hand out. It describes what is expected of people in the school, and outlines the roles of the parents and guardians during Secure and Lockdown events.
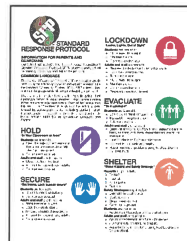
Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.

MATERIALS
And a Note for your Printer

STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.
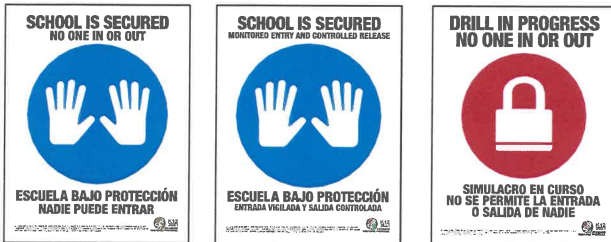
VIDEO TRAINING

There are some videos you can download from http://iloveuguys.org, or YouTube, to use for training purposes.

The Standard Response Protocol (SRP) for Students (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

Lockdown Drill with Standard Response Protocol (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

For the Little Ones

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".

POCKET GUIDE

This is a quick guide to the five actions. It folds to the size of a business card to fit in wallets, pockets, and ID cardholders. It prints on two sides of letter-size paper and there are three to a page.

RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly and visually identify the status of the teachers' classes after an evacuation.
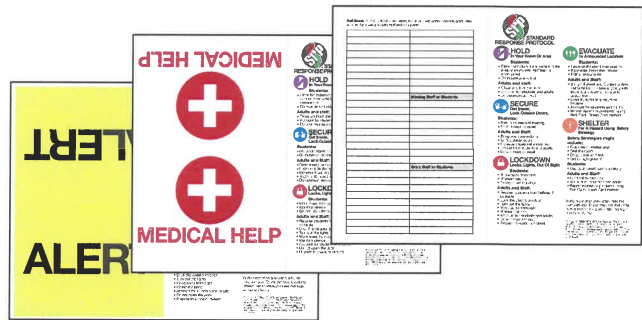
Green Card (OK) - All students accounted for, No immediate help is necessary

Red Card (Help) - Extra or missing students, or vital information must be exchanged

Red/GREEN/Med Card

Red and White Cross (Medical Help) - Immediate medical attention is needed

Red/GREEN/Roll Card

This includes a roll sheet for users to record who is in their group.

Red/GREEN/Alert Card

The Alert card is used to indicate there is a problem in your group and you need assistance.

DRILLS
vs. Functional & Full-Scale Exercises

Here are some definitions and descriptions of drills and exercises. This is a compilation from various sources and includes the important points from each one. It includes information gained by experience with actual drills and exercises in schools and districts.

DRILLS VS. EXERCISES
Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word "Drill" to what was actually a "Drill Game or Functional Exercise."

School lockdown drills are not synonymous with functional exercises. Nor are they understood and practiced properly. According to FEMA (see Appendix A), exercises help build preparedness by allowing organizations to test and validate plans, determine strengths, and identify areas for improvement.

SCENARIO, OR NO SCENARIO
It is important to note that any type of exercise can be conducted with or without a scenario. The I Love U Guys Foundation recommends an all-hazards approach to exercise design and development, where the main goal is to practice or test a specific capability. For example, a functional exercise could be designed to practice inter-agency coordination in response to a large-scale power outage. The reason for the outage does not matter. At times a scenario can enhance the realism of an exercise but it is not needed.

The I Love U Guys Foundation uses this approach during reunification exercises and it is also recommended for Evacuation, Lockdown, Secure, and Hold drills.

DRILL
The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

Drills are for staff and students, and are educational opportunities to practice life safety skills. For example, an evacuation drill is conducted at schools worldwide regularly. A fire alarm goes off, students line up and head outside. There is no trauma in these events because there is no simulation of a threat or hazard. Schools do not light fires in the hallways to simulate an evacuation due to fire.

Lockdown drills are similar. There is no simulated violence needed to conduct them. The only information needed is for the protocol to be enacted, "Lockdown, locks, lights, out of sight," and then students and staff perform the proper functions.

EXERCISE - TWO CATEGORIES
There are several types of exercises, which are divided into two categories. The categories are discussion-based exercises and operations-based exercises.

Discussion-based exercises are designed to introduce concepts to organizations. They allow individuals to become familiar with policies and procedures. Seminars, workshops, tabletops, and games are types of discussion-based exercises. Some of those will include talking about scenarios and regional hazards, and what sort of response might be required for those specific issues.

Operations-based exercises involve actual response actions and are used to practice or validate plans and policies. The learning objective is to test response, capacity, and resources across the system. Students are rarely asked to engage with these. An exercise can include a description or enactment of an incident, but doesn't have to.

Exercises are broader in scope than drills, and are designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an exercise, or to observe it. You will probably be introducing scenarios they have thought about, and this level of engagement can be useful.

In a Functional Exercise, participants perform their duties in a simulated environment. Functional exercises typically focus on specific team members and/or procedures and are often used to identify process gaps associated with multi-agency coordination, command and control.

The "I Love U Guys" Foundation's reunification exercises (Rex) are an example of a functional exercise. During these, participants test and practice the capabilities of the reunification team to properly reunite students with the appropriate parent or guardian. The exercise starts with notification that students were evacuated from the school and are already at the reunification site.

A Full-Scale exercise is similar in execution to a Functional exercise and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real incident. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.

SRP Lockdown Drill

SRP EVOLUTION
In developing the Standard Response Protocol, The "I Love U Guys" Foundation took the following approach:

* Identify the hazard;
* Develop response;
* Train;
* Practice;
* Drill;
* Exercise.

PROBLEM IDENTIFICATION
The first priority of the SRP was to introduce common, plain language responses to various events. An assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media, and first responders. The core areas examined were:

* Something happening outside the school;
* Something is happening inside of the school;
* How to get out of the school;
* Natural or man-made hazards;
* Keeping the halls clear.

DEVELOP RESPONSE
Given those conditions, the Standard Response Protocol was developed, piloted and released.

TRAIN
The next step in the process is providing training to students and staff on each of the response protocols, which can be done with the downloadable materials.

PRACTICE
Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

• Find various exit routes in advance of an Evacuation drill;
• Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
• Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
• Talk about situations that may require a Secure or Hold action.

COMMUNICATING ABOUT DRILLS
Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

LOCKDOWN DRILL GUIDANCE
A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the "muscle memory" should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a Lockdown drill is for practicing an action, not an event. An actual Lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION
Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on https://iloveuguys.org/The-Standard-Response-Protocol.html. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a "Safe Zone" in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference for using window coverings.

Additionally, the following instructions should be delivered to students.

• Locate yourself at a point in the classroom where you can no longer see out the corridor window.
• Maintain silence. No cell phone calls.
• Discuss the cell phone policy based on Lockdown guidance on page 22.

PARTNERSHIPS
School-level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience and specialized training and skills for use in district emergency operations.

THE LOCKDOWN DRILL TEAM

During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

STAFF NOTIFICATION

When Lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE PRE-DRILL BRIEFING

Prior to the Lockdown drill, a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

- Review the floor plan and team member assignments;
- Expected drill duration;
- The door knock and classroom conversation;
- Potential student or staff distress;
- Ensure law enforcement has access to keys to unlock all doors.

ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a Lockdown drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that it's a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

"Lockdown. Locks, Lights, Out of Sight. This is a drill.

Lockdown. Locks, Lights, Out of Sight. This is a drill."

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

"This is a drill. Lockdown. Locks, Lights, Out of Sight"

"This is a drill. Lockdown. Locks, Lights, Out of Sight,"

or

"We are going to conduct a Lockdown drill. Please listen for the Lockdown announcement."

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point, a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in Lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The "I Love U Guys" Foundation to assist in documenting the Lockdown drills. It can be copied from the following page or downloaded.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you're in agreement.

THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and action items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after-action review process.

STANDARD RESPONSE PROTOCOL®

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. http://iloveuguys.org.

I SEE YOU OFFER TRAINING. DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts ,departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN AGAIN?

The term "Secure" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get inside. Lock outside doors," which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Secure. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No, we don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked, leave them locked. Be sure you have a plan that allows first responders to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a lockdown and the arrival of first responders.

A lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant and deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at http://fema.gov as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. Hold "In your room or area. Clear the halls."

2. Secure "Get inside. Locks outside doors"

3. Lockdown "Locks, Lights, Out of Sight"

4. Evacuate followed by the announced location

5. Shelter followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 10.0 or QuarkXPress 2019 (15.2.1).

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the "Terms of Use" outlined in this document and in the Memorandum of Understanding.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don't need to ask permission. But, it would be great if you let us know that you're using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI, you will be added to our database and notified when updates and new materials are available.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders who have implemented the SRP but haven't mentioned it to us. Please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the "Gold Standard." The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal of having clear communication in a crisis.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states, we have co-branding agreements with "umbrella" organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization's branding.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it's preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don't let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH "RUN, HIDE, FIGHT?"

In 2014, the Department of Education suggested "Run, Hide, Fight" as the preferred response to an active shooter. We don't believe the practice is mutually exclusive to the SRP, as that is a single-incident response. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the "Run, Hide, Fight" materials. The Department of Education states "These videos are not recommended for viewing by minors."

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don't believe that SRP and A.L.I.C.E. (single incident response) are mutually exclusive.

DOES THE SRP WORK WITH "AVOID, DENY, DEFEND?"

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that "Avoid, Deny, Defend" from Texas State University has the best positioning, linguistics and actions. This response was created for adults and is for use in workplaces.

http://www.avoiddenydefend.org

DRILLS
FEMA Guidance

APPENDIX A - FEMA GUIDANCE

FEMA provides a description of each exercise and drill. The following information is from FEMA resources. The chart on the right page is their Building Block chart, and the descriptions here are how FEMA describes what each one entails, and the expected outcomes.

For in-depth learning, see IS-120.C: An Introduction to Exercises: (https://training.fema.gov/is/courseoverview.aspx?code=is-120.c)

DISCUSSION-BASED EXERCISES

SEMINAR

Seminars orient participants to or provide an overview into strategies, plans, policies, or procedures. Seminars can be valuable when an entity is developing new plans or making changes to existing plans or procedures.

Goals
- Orient participants to new or existing plans, policies, or procedures
- Research or assess interagency capabilities or inter-jurisdictional operations
- Construct a common framework of understanding

Characteristics
- Casual atmosphere
- Minimal time constraints
- Lecture-based

WORKSHOP

Workshops are more structured than seminars. Participant attendance and collaboration from relevant stakeholders is essential to obtain consensus and produce effective plans, procedures, and agreements.

Goals
- Develop a written product as a group, in coordinated activities
- Obtain consensus
- Collect or share information

Characteristics
- Broad attendance by relevant stakeholders
- Conducted based on clear objectives/goals
- More participant discussion than lecture-based seminar
- Frequently uses break-out sessions to explore parts of an issue with similar groups

Outcomes
- Emergency Operations Plans (EOPs)
- Mutual Aid Agreements
- Standard Operations Procedures (SOPs)

TABLETOP EXERCISE (TTX)

Tabletop exercises facilitate conceptual understanding, identify strengths, and areas for improvements, and/or achieving changes in perceptions. Participants are encouraged to problem-solve together through in-depth discussion. An effective TTX comes from active participants and their assessment of recommended revisions to current plans, policies, and procedures. It is important to have a facilitator keep the participants focused on the exercise objectives.

Goals
- Enhance general awareness
- Enhance roles and responsibility understanding
- Validate plans and procedures
- Rehearse concepts and/or assess types of systems in a defined incident

Characteristics
- Requires an experienced facilitator
- In-depth discussion
- Low stress, problem-solving environment

GAME

A simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation. Identifying critical decision-making points is a major factor in the success of games.

Goals
- Explore decision-making processes and consequences
- Conduct "what-if" analyses of existing plans
- Evaluate existing and potential strategies

Characteristics
- No actual resources used
- Often involves two or more teams
- Includes models and simulations on increasing complexity as the game progresses
- May include pre-scripted messages

BUILDING BLOCK APPROACH TO EXERCISE SCHEDULING AND PLANNING

Full Scale Exercises

Functional Exercises

Games

Drills

Tabletops

Workshops

Seminars

Planning and Training
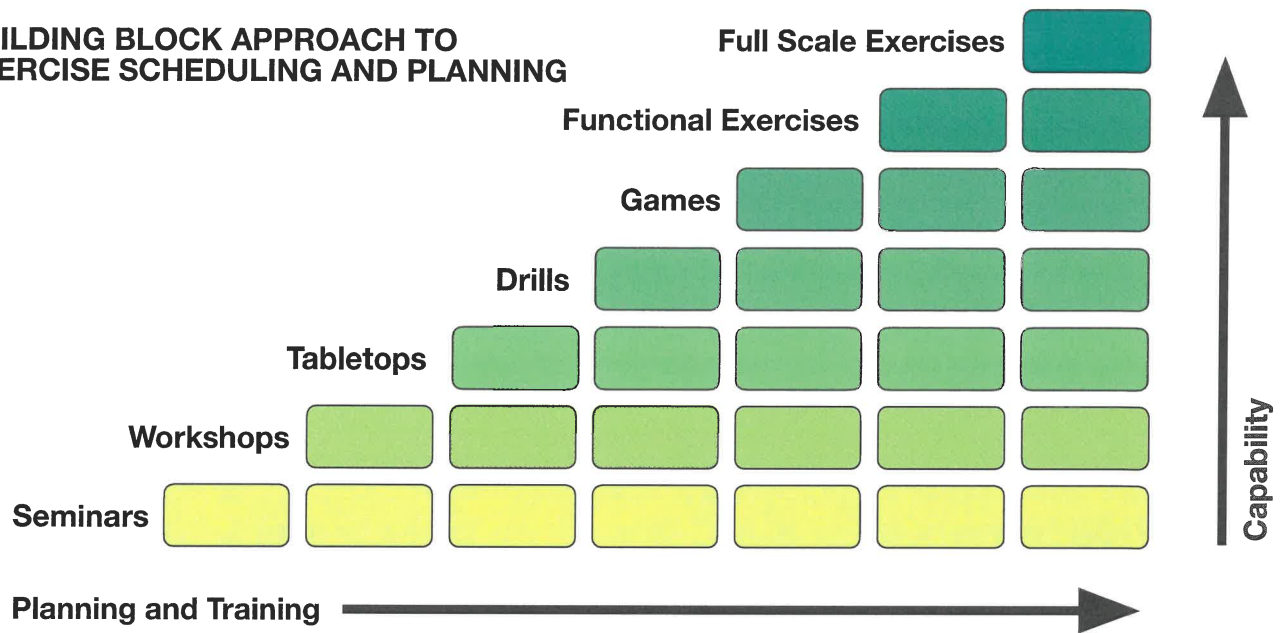
Capability

OPERATIONS-BASED EXERCISES

DRILL

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency organization. Drills are commonly used to provide training on tasks specific to new equipment or procedures, to introduce or validate procedures, or practice and maintain current skills.

Goals

- Provide training on new equipment
- Evaluate new procedures, policies, and/or equipment
- Practice and maintain skills
- Prepare for more complex exercises

Characteristics

- Immediate feedback
- Realistic but isolated environment

FUNCTIONAL EXERCISE (FE)

These are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. FEs are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

Goals

- Validate and evaluate capabilities
- Focused on plans, policies, and procedures

Characteristics

- Conducted in a realistic, real-time simulated environment
- Simulated deployment of resources and personnel
- Use of SimCell and Master Scenario Events List (MSEL)
- Include controller and evaluators

FULL-SCALE EXERCISE (FSE)

Full-scale exercises (FSE) are high stress multi-agency, multi-jurisdictional activities designed to test coordinated responses and rapid problem solving skills. These are the most complex, resource-intensive, and possibly expensive exercises.

Goals

- Demonstrate roles and responsibilities as addressed in plans and procedures
- Coordinate between multiple agencies, organizations and jurisdictions

Characteristics

- High-stress environment
- Rapid problem solving
- Critical thinking
- Conducted in a realistic, real-time environment to mirror a real incident
- Mobilization of units, personnel, and equipment

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STANDARD™ REUNIFICATION METHOD

Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name ....

Student Grade .... Student Cell Phone Number ....

Name of person picking up student ....

Signature ....

Phone number of person picking up student ....

Relationship to student being picked up ....
Photo identification matches name of person picking up student? Y or N

Parent completes:
Print Student Name Again ....
Student Grade .... | School personnel completes upon release of student
Student Birthday .... | TIME   INITIALS   OTHER

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID. "*

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

i love u guys
FOUNDATION

STANDARD™
REUNIFICATION METHOD

MÉTODO DE REUNIFICACIÓN ESTÁNDAR

REUNIFICACIÓN DE ESTUDIANTES Y PADRES/MADRES DE FAMILIA

Es posible que se den situaciones en la escuela que requieran que los padres/madres de familia recojan a sus hijos durante una salida formalizada y controlada. El proceso de salida controlada se denomina reunificación y a veces es necesario debido al mal tiempo, a un corte en el suministro de electricidad, a la presencia de materiales peligrosos o si se produce una situación de crisis en la escuela. El Método de Reunificación Estándar es un protocolo que hace que dicho proceso sea más predecible y menos caótico para todos aquellos involucrados. Debido a que la salida controlada no es como la salida habitual al final de cualquier día lectivo, es posible que la reunificación se produzca en un lugar diferente a la escuela a la que asisten los estudiantes. Si la ubicación es otra escuela, es posible que esos estudiantes también tengan una salida controlada.

NOTIFICACIÓN

Es posible que la notificación a los padres/madres de familia se haga de una de las siguientes formas. La escuela o el distrito puede usar un sistema de difusión de mensajes telefónicos o de texto. En algunos casos, es posible que se pida a los estudiantes que envíen un mensaje de texto a su padres/madres. Un mensaje de texto de reunificación de un/a estudiante podría decir esto o algo parecido a esto: "La escuela ha cerrado; ven a recogerme a las 3:25 a la entrada principal. Trae tu tarjeta de identificación".

EXPECTATIVAS QUE DEBERÁN TENER LOS PADRES/MADRES DE FAMILIA O TUTORES/AS LEGALES

Si se notifica al padre/madre de familia o tutor/a legal de que va a haber una salida controlada y de que es necesario que se reunifique con su hijo/a, habrá ciertas expectativas con las que los padres/madres de familia o tutores/as legales deberán estar familiarizados. La primera es que deberán presentar una tarjeta de identificación. Esto optimizará el proceso durante la reunificación. La segunda es que tengan paciencia. La reunificación es un proceso que al mismo tiempo protege la seguridad de los estudiantes y hace posible que el traspaso de custodia de los menores de la escuela a su padre, madre o tutor/a legal legítimo y reconocido se haga de forma responsable.

¿QUÉ OCURRE SI EL PADRE/MADRE DE FAMILIA NO PUEDE RECOGER A UN/A ESTUDIANTE?

Cuando el padre/madre de familia no puede presentarse inmediatamente al lugar de reunificación, se entregará al/a la estudiante solo a los individuos previamente identificados como una de las personas de contacto en caso de emergencia para ese/a estudiante. En caso contrario, la escuela mantendrá al/a la estudiante bajo su custodia hasta que el padre o la madre pueda recogerlo.

¿QUÉ OCURRE SI EL/LA ESTUDIANTE MANEJÓ SU PROPIO VEHÍCULO A LA ESCUELA?

Habrá casos en que no se permita al/a la estudiante llevarse su vehículo del área de estacionamiento de la escuela. En esos casos, se recomienda a los padres/madres de familia que recojan a su hijo/a. En ciertas circunstancias, se permitirá a los estudiantes de escuela preparatoria que salgan solos.

CÓMO FUNCIONA

A los estudiantes, la escuela les pide que mantengan el orden y estén en silencio mientras esperan. Es posible que se les pida a los estudiantes que envíen un mensaje de texto a sus padres/madres o tutores/as legales. También se les pide a los estudiantes que no envíen otros mensajes a la o fuera de la escuela o del área de reunificación. Es posible que sea importante minimizar el uso de las redes de comunicaciones celulares durante la reunificación.

TARJETAS DE REUNIFICACIÓN

Los padres/madres de familia tienen que completar un par de pasos. Si el padre/madre de familia maneja a la escuela, se aconseja prestar aún más atención al tránsito general y de vehículos de emergencia. Los padres/madres de familia deberán estacionar donde se les indique y no dejar sus vehículos abandonados. Se pide a los padres/madres de familia que se dirijan al "área de verificación de llegada" para la reunificación y formen filas conforme a la primera letra del apellido de sus hijos. Mientras esperan en la fila, los padres/madres de familia deberán rellenar una tarjeta de reunificación. La tarjeta tiene una línea perforada de puntos y las dos partes se separarán durante el proceso. Cierta información se repite en la parte superior e inferior de la tarjeta. Se pide a los padres/madres de familia que rellenen todas las partes de la tarjeta.

Los padres/madres de familia que vayan a reunificarse con varios estudiantes tendrán que rellenar una tarjeta diferente por cada estudiante.

LLEVEN SU TARJETA DE IDENTIFICACIÓN A LA VERIFICACIÓN DE LLEGADA

Durante la verificación de llegada para la reunificación, se tendrá que identificar oficialmente y se confirmará el derecho de custodia. La tarjeta que se rellenó se separará y se le entregará al padre/madre la parte inferior.

En el "área de verificación de llegada" se indicará a los padres/madres de familia el "área de reunificación". Desde allí, un encargado llevará la parte inferior de la tarjeta al "área de espera de los estudiantes" para preparar la salida del/de la/de los estudiante/s. Los padres/madres de familia deben tener en cuenta que, en algunos casos, es posible que se les invite a entrar en el edificio para que se les proporcione información adicional.

ENTREVISTAS Y ASESORAMIENTO

En algunos casos, es posible que se informe a los padres/madres de familia de que las autoridades policiales están investigando algún suceso, y por lo tanto es necesario que les entrevisten. En casos extremos, es posible que se lleve a los padres/madres de familia a un lugar privado para proporcionales información de emergencia o médica.

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: October 16, 2023

TITLE OF AGENDA ITEM: 2023-2024 School Improvement Plans

DIVISION: Academic Services

_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)
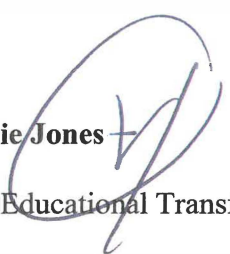
The purpose of this item is to request approval for the 2023-24 School Improvement Plans for:

Carter Parramore Academy/Gadsden Central Academy, Stewart Street Elementary School, George

W. Monroe, James A. Shanks Middle School, Havana Magnet School, and West Gadsden Middle

School.

FUND SOURCE: N/A
AMOUNT: N/A

PREPARED BY: Valarie Jones

POSITION: Director of Educational Transformation

<u>INSTRUCTIONS TO BE COMPLETED BY PREPARER</u>

___0___Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered _____

Carter Parramore Academy School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Carter Parramore Academy

631 S STEWART ST, Quincy, FL 32351

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	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.
Gunn, Jeanne	School Counselor	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.
Harrell, Frances	Administrative Support	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.
Simpkins, Alzonetta	Teacher, ESE	Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational

Name	Position Title	Job Duties and Responsibilities
		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.

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 though 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 adjust two times during the school. The first review and adjust 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 participates 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

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
2021-22 ESSA Identification	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	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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	6	34	57	2	50	61
ELA Learning Gains	33	43	55	23	52	59
ELA Lowest 25th Percentile		41	46	38	55	54
Math Achievement*	0	34	55	1	57	62
Math Learning Gains	16	43	60	17	52	59
Math Lowest 25th Percentile		46	56	38	46	52

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	4	28	51	4	47	56
Social Studies Achievement*	7	62	72	8	72	78
Middle School Acceleration						
Graduation Rate	57			39		
College and Career Acceleration	6			0		
ELP Progress						

* 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	129
Total Components for the Federal Index	8
Percent Tested	79
Graduation Rate	57

ESSA Subgroup Data Review (pre-populated)

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				

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%
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)

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		

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	2	23	38	1	17	38	4	8		39	0	
SWD	6	21		0	25							
ELL												
AMI												
ASN												
BLK	1	19	43	0	14	31	3	5		36	0	
HSP	10	50										
MUL												
PAC												
WHT												
FRL	3	22	33	1	17	43	5	13		40	0	

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
			Notes: Contract services to provide professional development to teachers on curriculum, lesson plan development and instructional scope and sequence			
	6400	120	0231 - Carter Parramore Academy	UniSIG		$8,400.00
			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)			
	5100	510	0231 - Carter Parramore Academy	UniSIG		$6,600.00
			Notes: Instructional material such as copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters,			
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
			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.			
	5100	510	0231 - Carter Parramore Academy	UniSIG		$5,000.00
			Notes: Purchase a curriculum that teaches character development and decision-making to develop positive life habits.			
	6300	311	0231 - Carter Parramore Academy	UniSIG		$10,000.00
			Notes: Contracted Services for behavior support during the regular school day to support students exhibiting behaviors that harmful to themselves and others			
					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

Budget Approval

Gadsden County Schools

Gadsden Central Academy School

leadership
students
school improvement
teaching
success
learning
growth
areas of focus
instruction
relationships
mission
Florida
college and career
analysis
ambitious
striving
achievement
family and community involvement
needs assessment
strategic planning
collaboration
vision
supportive environment
resources

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Gadsden Central Academy

655 SOUTH STEWART ST, Quincy, FL 32351

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
	Principal	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.

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 though 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 adjust two times during the school. The first review and adjust 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 participates 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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	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)	Students With Disabilities (SWD)*
School Grades History	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: UNSATISFACTORY 2017-18: 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	0	0	0	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	

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	0	0	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	3	11
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	3	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	0	0	0	
Alternative Assessment 2022	0	0	0	0	0	0	1	1	0	4

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	0	0	0	

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	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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	3	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	3	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
Alternative Assessment 2022	0	0	0	0	0	0	1	1	0	2

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	0	0	0	

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	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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	8	34	57	10	50	61
ELA Learning Gains		43	55		52	59
ELA Lowest 25th Percentile		41	46		55	54
Math Achievement*	8	34	55	7	57	62
Math Learning Gains		43	60		52	59
Math Lowest 25th Percentile		46	56		46	52
Science Achievement*		28	51	0	47	56
Social Studies Achievement*		62	72		72	78
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

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	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	16
Total Components for the Federal Index	2
Percent Tested	79

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	10	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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)

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	8			8								
SWD	10			10								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												

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
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	10			7			0					
SWD	10			10								
ELL												
AMI												
ASN												
BLK	10			10								
HSP												
MUL												
PAC												
WHT												
FRL	10			10								

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%	*
08	2023 - Spring	*	33%	*	47%	*
09	2023 - Spring	*	27%	*	48%	*
04	2023 - Spring	*	26%	*	58%	*
06	2023 - Spring	*	25%	*	47%	*
03	2023 - Spring	*	31%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	35%	*	54%	*
07	2023 - Spring	*	38%	*	48%	*
03	2023 - Spring	*	45%	*	59%	*
08	2023 - Spring	*	38%	*	55%	*
05	2023 - Spring	*	24%	*	55%	*

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	*	25%	*	50%	*

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

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. Contributing facts include but are not limited to: 50% SWD, 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 and math achievement remained the same. Contributing facts include but are not limited to: 50% SWD
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 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 and ELA showed no growth. 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 and math deficiencies 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 student math deficiencies.

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% SWD 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 by 10%.

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:

[no one identified]

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.)

Small group instruction will occur at least 2 times per week

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Small group instruction will provide students an opportunity to engage with grade level text with teacher support to facilitate comprehension.

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?

No

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

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Teacher vacancies.

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

Be fully staffed for the the 2023-2024 school year.

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

Coordinate with human resources to advertise, interview and hire highly qualified teachers.

Person responsible for monitoring outcome:

[no one identified]

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.)

District Teacher recruitment and retention bonus system

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Salary incentives will allow the school to be competitive with neighboring districts to recruit highly qualified teachers.

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?

No

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

No action steps were entered for this area of focus

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 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.

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

Stewart Street Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

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.

Our faculty and staff works collaboratively with students parents and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

Our Core Values include:
.Exceeding Expectations Everyday (E3)
.Strong Tiered Instruction
.Seeking to Understand

Provide the school's vision statement.

Stewart Street Elementary School works collaboratively to create an environment that fosters academic and personal growth for all students in a high quality learning environment that is safe and that demonstrates appropriate social behavior.

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
Jones, Pamela	Principal	The Principal's role is to demonstrate Instructional Leadership necessary to develop, implement, and evaluate comprehensive programs and support services for teachers and students. The leader optimizes available resources and maintains a safe, caring, and enriching environment to promote student success. In addition, the leader's role is to build capacity in the building to promote a thriving organization.
Germany, Christopher	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Green, Thaddius	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Bell-Key, Twanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Branch, Whitney	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
House, Lauren	Teacher, PreK	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Ross-Thomas, Martha	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Murray, Wanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Hinson, Doris	Instructional Coach	The instructional coach works closely with teachers to provide best practices in teaching and learning. She looks at data and assists with progress monitoring.

Name	Position Title	Job Duties and Responsibilities
Thomas, Raneceia	Instructional Media	The Media Specialist supports teachers by reinforcing ELA standards. She spearheads reading initiatives and supports the school as a resource for technology.
Harris, Robert	School Counselor	The School Counselor collaborates with staff, parents, and the district to support behaviors and academics for students. He provides guidance and spearhead interventions to support tiers of students.

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.

Our leadership team is composed of teacher leaders and representatives from each grade level, school administration, school support staff and parents. Parents are involved in the process by offering their feedback through surveys. In addition, they provide input during parent meetings. Community members visit our school to see how they can assist. They offer input by providing services and supplies to assist our students and teachers. Information about the SIP is shared at all parent meetings, as well as posted across the campus and shared during parent conferences.

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))

Stewart Street Elementary School will review data frequently to decide weaknesses and strengths of the students and to make instructional adjustments. Data will come from STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science. Teachers will meet weekly to disaggregate the data in reading, math, and science (when applicable). PM data will be reviewed immediately after test completions. In addition, our district will monitor the progress of our students on a monthly basis. Data will be collected and adjustments to instruction (or staff when necessary) will be made.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
2021-22 ESSA Identification	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)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
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	39	44	13	29	34	19	0	0	0	178
One or more suspensions	9	0	6	28	17	21	0	0	0	81
Course failure in English Language Arts (ELA)	6	11	10	11	3	2	0	0	0	43
Course failure in Math	8	11	10	7	1	0	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	37	45	29	0	0	0	111
Level 1 on statewide Math assessment	0	0	0	10	41	28	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	1	33	0	0	0	0	0	40

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	5	9	8	10	4	1	0	0	0	37

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	4	7	4	18	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	9	0	0	0	12

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	1	0	0	0	0	0	1
One or more suspensions	6	11	19	16	19	18	0	0	0	89
Course failure in ELA	4	10	14	6	8	5	0	0	0	47
Course failure in Math	2	13	10	3	2	2	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	2	24	37	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	1	36	50	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	63	77	59	0	1	1	0	0	0	201

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	7	22	27	3	16	18	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	8	0	0	0	0	0	12
Students retained two or more times	0	0	1	4	5	3	0	0	0	13

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	1	0	0	0	0	0	1
One or more suspensions	6	11	19	16	19	18	0	0	0	89
Course failure in ELA	4	10	14	6	8	5	0	0	0	47
Course failure in Math	2	13	10	3	2	2	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	2	24	37	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	1	36	50	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	63	77	59	0	1	1	0	0	0	201

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	7	22	27	3	16	18	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	8	0	0	0	0	0	12
Students retained two or more times	0	0	1	4	5	3	0	0	0	13

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	24	27	56	42	37	57
ELA Learning Gains	36	39	61	55	57	58
ELA Lowest 25th Percentile	38	39	52	68	66	53
Math Achievement*	23	32	60	62	57	63
Math Learning Gains	56	54	64	68	65	62
Math Lowest 25th Percentile	52	49	55	65	44	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	19	27	51	31	20	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	45			21		

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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	40	Yes	1	
ELL	45			
AMI				
ASN				

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%
BLK	35	Yes	1	
HSP	26	Yes	1	1
MUL				
PAC				
WHT				
FRL	35	Yes	1	

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)

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	24	36	38	23	56	52	19					45
SWD	39	35	23	43	67	40	33					
ELL												45
AMI												
ASN												
BLK	25	37	41	22	54	50	19					
HSP	0			33								45
MUL												
PAC												
WHT												
FRL	25	36	38	23	55	52	19					

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	24	19	29	22	22	29	15					
SWD	41	29		44	24		38					
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	25	16	21	22	21	29	15					
HSP	8			14								
MUL												
PAC												
WHT												
FRL	24	19	29	22	21	25	15					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	55	68	62	68	65	31					21
SWD	43	60	67	56	54	67	41					
ELL	46	45		54	55							21
AMI												
ASN												
BLK	41	58	69	62	69	68	31					
HSP	53	50		63	57							21
MUL												
PAC												
WHT												
FRL	41	54	68	63	70	68	29					23

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
05	2023 - Spring	11%	24%	-13%	54%	-43%
04	2023 - Spring	13%	26%	-13%	58%	-45%
03	2023 - Spring	21%	31%	-10%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	19%	45%	-26%	59%	-40%
04	2023 - Spring	10%	24%	-14%	61%	-51%
05	2023 - Spring	14%	24%	-10%	55%	-41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	2%	15%	-13%	51%	-49%

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.

Science was the lowest performing area with 2% of students scoring a level 3 or above. Instructional delivery, conditions for learning, lack of motivation from the teacher and students were all contributing factors to the low performance. To add, progress monitoring was not frequent enough to make an impact on instruction and learning. Progress monitoring will occur bi-weekly in this area. We are following the district's pacing guide for 5th grade science and are monitored by the school and the district's Transformation Office. At this time, adjustments to instruction will be made to meet the needs of learners.

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

Science showed the greatest decline. On the 2021-2022 school year Science assessment, we obtained 19% proficiency. During the 2022-2023 assessment, we decreased to 2% proficiency. Lack of exposure to the standards contributed to the decline.

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.

Again, Science was the data component with the greatest gap when compared to the state. We only had 2% of our students to score on grade level, as compared to 51% of all other 5th graders in the state. Lack of exposure to the standards contributed to the decline.

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

Third grade showed the most improvement on the FAST ELA with 23% of the students scoring a level 3 or above compared to 4th and 5th grade students on the FAST ELA. We began to build capacity with the teachers, provided more professional learning, after reviewing the data, we made adjustments to academic learning.

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

One area of concern was the number of discipline incidents. 69 students with discipline incidents were level 1 students. This was believed to be a contributing factor in their behavior. Another area was student attendance.

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

1. Science Achievement
2. ELA Achievement
3. Math Achievement
4. Improve conditions for learning (discipline)
5. Improve attendance (staff & students)

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

#1. 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.

Stewart Street Elementary School had high number of discipline referrals 2022-2023. We had 458 discipline incidents that greatly impacted teaching and learning. The frequency of issues caused the administrative team to focus more attention on behaviors, than the academics happening in the classroom.

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

By the end of the 2023-2024 school year, discipline incidents will decrease by at least 50%. Each grade-level will set discipline expectations to help us meet this goal. A school-wide behavior program will be launched to assist with incentivizing students on their best behavior.

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

The Administrative team will pull reports weekly to monitor the number of incidents. In addition, each team will monitor the number of incidents happening on their grade-level and develop plans to decrease frequency.

Person responsible for monitoring outcome:

Christopher Germany (germanyc@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.)

Stewart Street Elementary will implement the Good Behavior Game, as it is cited as Tier 1 Strong on What Works ClearingHouse. This game aims to improve social skills, minimize disruptive behaviors, and create a positive learning environment. Teachers place students on teams and reward them for good behavior and following the classroom rules.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our student's discipline issues increased because of a lack of motivation. Traditional discipline is not working, therefore we want to implement a program that will improve social skills, improve discipline, and create a positive environment for learning. We will reward students with incentives like field trips, shopping the Mustang Store, participate in clubs, earn Mustang Stamps for good behavior, and earn time in a Mustang Recreation Room. In addition, we want to bring learning to life with lab coats and chairs for our science/STEM Lab. And to address social skills, we want to hire a Mental Health Counselor to assist troubled students.

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?

No

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. We will implement the the Mustang Stamps
2. We will create a lab environment in the science/STEM Lab
3. We will incorporate clubs to build capacity with our students
4. We will provide incentives to our students to motivate them to be on their best behavior
5. Hire a Mental Health consultant to assist with student needs

Person Responsible: Christopher Germany (germanyc@gcpsmail.com)

By When: Discipline will be monitored weekly. Students will be incentivized bi-weekly or on a monthly basis.

#2. 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.

After closely analyzing data and looking at different subgroups, there was a huge discrepancy in student proficiency in Math, ELA, and Science classes throughout each grade level, which suggest that instruction is not aligned with benchmarks.

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

By end of the 23-24 academic school year, student proficiency in the areas of Math, ELA, and Science will increase by 30% as measured by the FAST.

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

Benchmark aligned instruction will be monitored by the following efforts to increase student proficiency in the areas of Math, ELA, and Science by 30%.

1. Weekly PLC Discussions using data from HMH assessments. Data points will be monitored by administration.
2. Daily Walkthroughs will be conducted by administrators to ensure continuity of instruction.
3. Literacy Leadership Team and Math/Science Leadership Team Walkthroughs visits to ensure the team is consistent with instruction. Administrators will facilitate the process.
4. Common Formative Assessments will be monitored by administrators.
5. Progress monitoring of state assessments will be administrators.

Person responsible for monitoring outcome:
Pamela Jones (jonesp@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.)

1. Revamp Master Schedule for Common Planning
2. Admin and Reading Coach Facilitate PLC. Our Reading Coach works specifically with Pre-1st grade. The Principal works with 2nd graders. AP Germany works with 3rd grade and ESE. AP Green works with 4th and 5th graders. We assist with planning, we model lessons and expectations, We provide resources when necessary. We perform collaborative assessments when necessary. We work on a coaching model with teachers who need it. Administrators and Reading Coach will facilitate the PLC meetings. Facilitators will use a structure where we are first reminded of our goals for student achievement. Then we move into our weekly focus and review data. We then discuss the next standard to be taught. We discuss what mastery looks like, what should be done as an intervention and what's done for enrichment.
3. Admin, Reading Coach, and Teachers create learning scales
4. Admin, Reading Coach, and Teachers create daily activities
5. Students engage in activities for mastery
6. Following PLC, discuss formative assessment data and plan for enrichment and remediation
7. Hire interventionists to support instruction in ELA, Math, and Science

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The master schedule has been redesigned at the school so that teachers have a common planning for PLC purposes. Best practices from the PLCs are to be carried out and implemented in classrooms.

Weekly walks will allow Admin and the Reading Coach the opportunity to monitor the implementation of the practices as well as provide feedback to teachers.

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?

No

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. Revamp Master Schedule for Common Planning
2. Admin and Reading Coach Facilitate PLC
3. Admin, Reading Coach, and Teachers create learning scales
4. Admin, Reading Coach, and Teachers create daily activities
5. Students engage in activities for mastery
6. Following PLC, discuss formative assessment data and plan for enrichment and remediation
7. Hire interventionists to assist with ELA, Math, and Science

Person Responsible: Pamela Jones (jonesp@gcpsmail.com)

By When: It will be ongoing throughout the year but monitored on a weekly basis.

#3. Positive Culture and Environment specifically relating to Teacher Attendance

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.

After analyzing teacher attendance data, we noticed that teacher attendance had a major impact on student data results.

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

By the end of the 23-24 academic school year, 90% of our teachers will be in attendance daily.

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

Teacher attendance will be monitored by the following efforts to increase in this area of focus.
1. Skyward/TruTime

Person responsible for monitoring outcome:

Thaddius Green (greent@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.)

Some of the interventions we will implement to assist with this area of focus is:
1. Interviews with teachers to determine the reason of the excessive absences
2. Surveys to determine the reason for excessive absences
3. Focus groups to provide insight to the absences and to develop plans to assist with decreasing excessiveness

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale is that we have had too many teachers absent on a daily basis. This has significantly hindered the impact on student learning. Gaining insight into the reason behind the absences will allow us to put measures in place to help with improving in this area. Providing small incentives throughout the year will keep the whole staff motivated and will create a sense of positivity throughout the school community.

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?

No

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. Provide ways to motivate teachers to report to work
2. Track teacher attendance on a weekly basis

Person Responsible: Pamela Jones (jonesp@gcpsmail.com)

By When: Weekly, ongoing throughout the school year

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).

The process to review our school improvement funding allocations and resource allocations involved a meeting with the leadership team. The team discussed the areas of focus for the school year and decided how we are going to address these areas. During this time, we brainstormed resources that will help us to bring instruction "alive" for our students. We used professional experience, assessment data, as well as input from parents to help us with the final conclusions of our plan.

Our district set a day aside for all school leadership teams to collaborate on the development of the school improvement plan and the resources allocated. The district staff facilitated the meeting and provided support to schools as we reviewed resources necessary for teaching and learning. We have also conducted a resource audit to determine if the resources we have are being utilized, and if they are effective.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Instructional practices for k-2 is standard-based alignment (phonics/phonemic awareness)
Students not on track to score a Level 3 or above (2024 EOY Progress Monitoring):
Kindergarten---ELA (54%)
1st grade---ELA (76%)
2nd grade---ELA (81%)

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

Instructional practices for 3-5 is standard-based alignment (comprehension)
Students below Level 3 on the 2023 FAST ELA Assessment:
3rd grade---ELA (81%)
4th grade---ELA (88%)
5th grade---ELA (89%)

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 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 Measurable Outcomes

By the end of the 2023-2024 school year, k-2 students will increase phonics & phonemic awareness by 20% as measured by the FAST.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, the percent of students in grades 3-5 students will increase ELA proficiency by 30% as measured by the FAST.

Monitoring

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 impact student achievement outcomes.

Ongoing monitoring will allow us to celebrate more often, causing students to be competitive with their academics so that they can participate. If students begin to buy-in to academics, then we will experience less behavior problems from them, which was a huge problem in the last school year. Constantly monitoring the progress of our students also makes them aware that we are all watching them to ensure their success academically and behaviorally.

Ensuring that teachers teach based on standards is essential to moving our school forward. Our teachers will be more intentional with studying the standards, including the clarifications, so that they do not waste time teaching what's unnecessary. We will also monitor resources to ensure they rise to the rigor of the standard.

Teacher attendance will be monitored daily. If teachers are not at work, students will begin to have breaks in the learning. They will be held accountable for the learning of the students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jones, Pamela, jonesp@gcpsmail.com

Evidence-based Practices/Programs

Description:
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. §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?

Good Behavior Game for AOF #1 is Tier 1 Strong on What Works Clearing House. Implementation will be monitored through the Classroom Dojo. Walk-through's for AOF #2 are aligned to the district's monitoring system, iObservation. This practice will allow administrators to monitor whether instruction is aligned to benchmarks. During these walks, feedback is provided directly aligned to instructional practices and monitoring of learning. AOF #3 is teacher attendance. If teachers are absent, instruction is interrupted. Attendance will be monitored daily and issues will be addressed immediately to minimize interruption of instruction.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Data from the 22-23 FAST in ELA indicated 3rd Grade students at our school to be performing at 23% proficiency. Because there has been no growth in student proficiency in ELA, performance data indicates the need to focus on foundational reading skills at the primary grade levels so that when students enter Grade 3, they are reading to learn. In addition, we want to ensure that behaviors are not impeding the learning process for most of our students. Walk-throughs are going to help us to keep teachers on track with teaching and learning. Monitoring attendance will help to keep track of frequencies and address chronic situations.

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
Attend grade-level collaboration to ensure the needs of high-risk students in ELA are met. Teachers will work intentionally to create lessons that will positively impact Tier 3 students. These students are deficient in reading and will need foundational instruction to assist with the gaps. Professional Development will be held monthly to support teachers with implementation of tiers of instruction. The Reading Coach will provide modeling and small group support to teachers. Support from the district and our consortium will be provided in the areas of ELA and Math.	Jones, Pamela, jonesp@gcpsmail.com
Teachers are provided with support from coaches to sustain their understanding of Best Practices for classroom instruction.	Jones, Pamela, jonesp@gcpsmail.com

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.

Stewart Street Elementary will host a number of parent meetings, including: Parent Expo, Parent Nights, SAC Meetings, and Title I Meetings. During these meetings, we will have a Q & A session to address needs or concerns regarding the SIP and UNISIG budget. The school's website will also be used to disseminate information.

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))

The school will utilize the Classroom Dojo to communicate and update parents on school happenings. We will also use the parent portal in FOCUS, as well as parent/teacher conferences to build positive relationships with parents and families. In addition, we will utilize our social media and school webpage platforms to keep the community abreast with school events and student needs.

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))

Stewart Street Elementary will provide Morning Enrichment to students after breakfast, afternoon tutoring and enrichment through our Mustang Academy After-school Program, and during school hours, students

will be provided an intervention/enrichment block to assist with learning. Our 3rd-5th grade classes will be departmentalized for maximum learning time.

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))

N/A

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))

Stewart Street Elementary students work with the School Counselor, School Social Worker, Art Therapists, and Mental Health Specialist to improve Social and Emotional Skills. In addition, each teacher implements an SEL curriculum from their HMH basal. Lastly, the implementation of the GAP Girls & BOW Boys will help to improve skills outside of academics.

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))

N/A

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).

During the 2023-2024 school year, Stewart Street Elementary School will implement the Positive Behavior Intervention & Support (PBIS) strategies to address problem behaviors.

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))

Stewart Street Elementary will host weekly Professional Learning Communities (PLC) for teachers to collaborate on teaching and learning. Monthly, we will host Professional Learning (PL) sessions with teachers and paraprofessionals. Some sessions will include: Differentiated Instruction, Classroom Management, IReady, Standard and Resource Alignment, Science of Reading, Teaching Writing, Explicit Instruction, Monitoring Learning. The school has also implemented a Literacy Leadership Team and a Math/Science Leadership Team to better service the needs of teachers and students. Monthly professional development sessions are scheduled by the district that are focused on instructional initiatives, effective curriculum implementation and safety.

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))

The school hosts a PreK Orientation for our preschool students at the beginning of the year. In addition, the Transitions Days are scheduled for students to tour the campus and meet the teachers. Lastly, our teachers conduct home visits.

Pre-K Teachers are teaching from the Ready to Advance curriculum. The curriculum is aligned with the state standards and emphasizes letter-sound recognition, site words, and counting. These foundational standards are essential to students' success as they matriculate into kindergarten.

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: Positive Culture and Environment: Early Warning System				$101,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$19,900.00
			Notes: Students will partake in the Positive Behavior store and other activities to encourage positive behaviors.			
	5100	330	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$40,000.00
			Notes: Educational Field Trips			
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	200.0	$10,000.00
			Notes: Club supplies to motivate positive behavior.			
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$500.00
			Notes: Mustang Stamps			
	6000	130	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$21,000.00
			Notes: Mental Health consultant (part-time)			
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$7,000.00
			Notes: Student recreational center for positive behavior			
	5100	510	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$3,500.00
			Notes: STEM Lab: student lab coats and stools			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$103,130.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	130	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$25,000.00
			Notes: K-2 Interventionist for ELA and Math (part-time)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	130	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$25,000.00
		Notes: 3-5 Interventionists for ELA and Math (part-time)				
	5100	510	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$2,500.00
		Notes: Literacy Leadership Team & Math/Science Leadership Team supplies & materials				
	6300	130	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$19,115.00
		Notes: B.E.S.T. Math Specialist to support teachers and students				
	5100	510	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$5,000.00
		Notes: Professional Learning materials and supplies				
	5100	520	0201 - Stewart Street Elementary Schl	UniSIG	230.0	$9,515.00
		Notes: Everglades Math				
	5100	520	0201 - Stewart Street Elementary Schl	UniSIG	230.0	$10,000.00
		Notes: Florida Coach				
	5100	510	0201 - Stewart Street Elementary Schl	UniSIG	459.0	$7,000.00
		Notes: NearPod				
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				$16,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	75.0	$2,500.00
		Notes: Mustang Mondays to motivate teachers at the start of the week				
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	75.0	$9,485.00
		Notes: Faculty & Staff recognitions				
	5100	590	0201 - Stewart Street Elementary Schl	UniSIG	75.0	$5,000.00
		Notes: Teacher & staff awards and appreciation				
					Total:	$222,015.00

Budget Approval

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

No

Gadsden County Schools

George W. Munroe Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

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.

George W. Munroe will provide intentional high quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a safe and respectful school environment for all stakeholders.

Provide the school's vision statement.

George W. Munroe's vision is to provide high quality standards-based instruction that prepares and develops students academically and socially beyond their foundational years using a T.E.A.M approach.

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
Kirkland, Germaine	Principal	To provide leadership in the design, development, implementation, and evaluation of a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment that promotes student success.
Lewis, Sonja	Assistant Principal	To assist the school leader with administrative and instructional functions tp meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.
Battles, Linda	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Knox, Brittany	Reading Coach	To work collaboratively with administration while working with teachers to include modeling, mentoring, mentoring, supporting teachers, providing resources, reviewing data, conducting classroom walkthroughs, PLCs, and providing effective strategies for struggling students.
Harris, Curlie	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Forehand, Gwendolyn	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Jones, Heather	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Wilson, Brittanica	Teacher, ESE	To partner with teachers and assist students with learning strategies to utilize in the classroom.

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.

As a school, a School Improvement workshop is conducted prior to the start of school and members of the team are comprised of those faculty and staff who represent the various departments/subject of the school We draft goals based on previous school year data. These goals and school-wide areas of focus are then shared school-wide where feedback and input is encouraged. The school improvement plan is then shared with our parents and other community stakeholders at our School Advisory Council Meetings. The school has various partnerships with local businesses, Greek organizations and faith-based organizations where we share and discuss our school goals for improvement and how they can support this effort. These are all forums, meetings, and opportunities for our stakeholders to provide input and helpful suggestions as to how we can reach our goals as a school.

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 school improvement plan will be regularly monitored at the school and district level. The school will create and checkpoints for the progression of academic standards by grade level while making sure the implementation of the approved core Reading and Math programs are being taught with fidelity through administrative observations and walkthroughs. State approved Intervention programs for Tier 2 & 3 instruction will also be closely monitored for its effectiveness. As we follow and monitor the data from the core and intervention programs, this will help administration create new task if necessary for greater impact. This will include the adjusting or modifying of curriculum tasks and/or resources to ensure the increase of student achievement. Monitoring will be conducted on a monthly basis so they we can continually identify points of progress and areas of improvements, so we can reevaluate strategic plans of action.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: F 2019-20: B 2018-19: B

	2017-18: A
School Improvement Rating History	
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	55	38	33	46	0	0	0	0	0	172
One or more suspensions	7	2	2	6	0	0	0	0	0	17
Course failure in English Language Arts (ELA)	14	12	8	57	0	0	0	0	0	91
Course failure in Math	15	10	3	46	0	0	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	54	0	0	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	6	0	0	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	88	100	83	101	0	0	0	0	0	372

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	55	44	34	77	0	0	0	0	0	210

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	3	7	1	13	0	0	0	0	0	24
Students retained two or more times	0	1	0	0	0	0	0	0	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	42	22	22	36	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0		
Course failure in ELA	3	16	12	8	0	0	0	0	0	39
Course failure in Math	3	18	17	7	0	0	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	12	0	0	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	5	0	0	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	81	104	80	102	0	0	0	0	0	367

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	35	41	33	38	0	0	0	0	0	147

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	1	12	0	0	0	0	0	23
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	42	22	22	36	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0		
Course failure in ELA	3	16	12	8	0	0	0	0	0	39
Course failure in Math	3	18	17	7	0	0	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	12	0	0	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	5	0	0	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	81	104	80	102	0	0	0	0	0	367

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	35	41	33	38	0	0	0	0	0	147

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	1	12	0	0	0	0	0	23
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	17	27	56	37	37	57
ELA Learning Gains		39	61	74	57	58
ELA Lowest 25th Percentile		39	52		66	53
Math Achievement*	29	32	60	44	57	63
Math Learning Gains		54	64	84	65	62
Math Lowest 25th Percentile		49	55		44	51
Science Achievement*		27	51		20	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	40			67		

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	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	86
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	24	Yes	3	1
ELL	18	Yes	1	1
AMI				
ASN				
BLK	20	Yes	1	1
HSP	30	Yes	1	1
MUL				
PAC				
WHT				
FRL	29	Yes	1	1

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)

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	17			29								40

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
SWD	24			24								
ELL	7			7								40
AMI												
ASN												
BLK	10			29								
HSP	23			26								40
MUL												
PAC												
WHT												
FRL	17			28								42

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	30			28								46
SWD	46			54								
ELL	21			13								46
AMI												
ASN												
BLK	33			35								
HSP	23			18								44
MUL												
PAC												
WHT												
FRL	30			29								38

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	37	74		44	84							67
SWD	30			35								
ELL	37			64								67
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	36	73		34	91							
HSP	41			61								64
MUL												
PAC												
WHT												
FRL	39	71		44	86							65

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
03	2023 - Spring	22%	31%	-9%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	45%	0%	59%	-14%

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.

Based on the current data from 2023-24 school year, the school has shown a small increase in the area of ELA students scoring proficient, but it still remains an area of improvement school-wide. Over several years, our population of economically disadvantaged students are still showing a substantial reading deficiency in Reading at every grade level.

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

Based upon the schools calculations as the most current data is not reflected in the "Data Analysis/ Reflection" section as of yet, we still see that ELA is an area with the greatest need for improvement. Our school data for the 22-23 school year shows that there was a slight increase but not enough to make a significant impact. There is also a need to address or SWD population because of the steady decline in the ELA achievement of these students. Contributing factors in both areas are the foundational gaps that seem to widen with the progression to the next grade level. Other contributing factors are that we are still experiencing the repercussions of the COVID gap where the school experienced chronic absenteeism both in the face to face and virtual settings. The school has and continues to experience a teacher shortage as well as those teachers who are not strong in the Science of Reading, planning strategically for fragile learners, and using data to drive intentional instruction. This is sometimes due to teachers who are teaching out of field, trying to obtain certification, or in-fiield novice teachers to the profession.

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 had the greatest gap when compared to the state average. The school and district has typically lagged the state because of several contributing factors: teacher shortage in the area due to salaries that are not comparable to neighboring counties, human resources at the school/district level are limited because funds are diverted to increase teacher salaries so we can remain competitive.

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

The current/ unpopulated Math data is the area where the data component showed the most improvement. This previous year, administration decided departmentalize Grade 3. Administration through previous observation and data determined which teachers would teach to their strengths. The teachers immediately were able to narrow their subject area instructional focus and collaborate with an intentional purpose. We also formed a partnership with the PAEC Math Consultant (Kysha Hopkins) who was able to provide consistent support, individual feedback, modeling, and math resources/ manipulatives every two weeks.

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

The number of students with a substantial reading deficiency at each grade level and the number of students absent 10% or more days are definite areas of concern that have to be addressed in our efforts for School Improvement.

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

1. Students with a substantial reading deficiency
2. Intentional and strategic collaborative planning for administration, teachers, and coaches
3. Human resources for Tier 2 & 3 student support/intervention
4. Targeted Professional Development of Teacher Growth and Pedagogy
5. Positive School Climate & Culture for increased retention and recruitment

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

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

George W. Munroe's school and state F.A.S.T. data indicate that various subgroups are a critical need area for school-wide improvement. Students with Disabilities, English Language Learners, Hispanic students and Economically Disadvantaged students have all shown a need for improvement in the areas of ELA and Math in previous years. According to the 2022-2023 F.A.S.T. PM3 ELA and Math data, students in each subgroup made slight increases in ELA in ELA ranging from 2% to 14% and significant increases in Math ranging from 9% to 20%. . The above referenced subgroups are currently performing at a proficiency rate below 30% in Reading as indicated by data for the 2022-23 school year.

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

By the end of the 2022-23 school year, the measurable outcome for students with disabilities, African American students, English Language Learners, Hispanic students, and Economically Disadvantaged students will increase their proficiency rate on the state F.A.S.T. ELA by 10% and Math proficiency rate will improve by 5%.

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

Administrators, Guidance Counselor, Reading Coach, District Reading and Transformation support, and school ELL supports will provide interventions during and after school. Students' baseline and STAR data will be utilized to support implemented interventions. Students' weekly assessment data will be monitored by teachers, administration and support teams to support small group and pull out instruction. Weekly, district, and F.A.S.T. data will be monitored for student academic progression. Data chats will be held between teachers and students to establish goals based on students' performance levels.

The Guidance Counselor will closely monitor daily attendance and follow district attendance guidelines for interventions for students who are habitually tardy or absent. Guidance counselors and teachers will meet weekly to exchange information on students identified through classroom progress monitoring as Tier 3 and guide them through the documented process of MTSS. Information gathered during the weekly meetings will be reported to the administrative team weekly.

Person responsible for monitoring outcome:
Sonja Lewis (lewissonja@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.)

Implemented progress monitoring in conjunction with the use of the Multi-Tiered Systems of Supports and implemented strategic interventions that speak to academic or behavioral needs of the student will be the primary evidence-based strategies. Facilitated training with teachers and staff will be conducted to ensure appropriate identification and effective implementation of the MTSS for timely and relevant recommendations for students. Teachers, the instructional Reading coach, the Guidance Counselor, and administration will collaboratively implement the process with district support using student data to determine the next action steps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for using the MTSS Framework is because it is an evidence-based model that focuses on the whole child. MTSS first addresses Tier 1 instruction and uses the data to implement specific interventions based on individual student needs. The MTSS also addresses other relevant areas of focus to include attendance, behavior and social and emotional needs which directly impact a student's academic growth.

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?

No

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 steps that will be taken are to administer baseline assessments and weekly assessments to collect data to be used in data chats with administration, teachers, students and MTSS team stakeholders. Continued implementation of weekly PLCs that address weaknesses or areas of improvement targeting the building of teacher capacity and student need. Continuous monitoring of weekly and progress monitoring data to make informed decisions about subgroups and interventions needed to supplement academic progress in ELA and Math.
Individual and collaborative team meetings will include ESE Resource teachers and ELL supports that focus on MTSS strategies and the incorporation of developing pull out/push in schedules. These schedules will support students in whole group instruction and focus on specific targeted areas in small groups. Classroom walk-throughs to ensure standard-based instruction and effective instructional strategies are being implemented in ELA and Math.

Person Responsible: Sonja Lewis (lewissonja@gcpsmail.com)

By When:

#2. 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.

George W. Munroe will continue to focus on increasing student achievement across the grade levels and in ELA and Math. Implementing standard-based instruction to provide students at the earliest grade levels with foundational skills to support the academic progress of students being prepared by third grade to read to learn in all academic subject areas.

To achieve this goal, teachers will consistently, purposefully, and collaboratively plan standards-based lessons that are engaging and meet the needs of various learners. Strong collaboration within and among grade levels will assist with increased accountability, intentional planning and improved instructional momentum. Strategically planned and facilitated PLCs will provide opportunities for success by maximizing our instructional strengths, strengthening our instructional areas of opportunities and improving the academic forward progress of students.

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

The measurable outcome for this area of focus will include a 95% attendance rate for administration, teachers, resource teachers and support staff for weekly scheduled Professional Learning Communities. Based on the 2022-2023 school data, ELA will increase from students performing at a 23% level 3 or higher proficiency to students performing at a 35% level 3 or higher proficiency (+12). In Math, we will increase from 45% to 55% (+10) of students performing at a level 3 or higher proficiency. There will be learning gains of at least 50% in ELA and Math for students retained in third grade.

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

The area of focus will be monitored by school administrators, reading coach and the district support team to include Professional Learning. The administration will also collaborate with the State Regional Literacy Director and PAEC for Math Support. The collaborative team will use classroom walkthroughs and provide professional development based on needs observed, student data, and teaching experience. Attendance and teacher feedback will be monitored with sign-in sheets and feedback surveys. Implementation walk-through observations of instructional strategies will also be conducted to provide teachers with timely and relevant feedback.

Person responsible for monitoring outcome:

[no one identified]

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.)

Weekly Collaborative Planning PLCs with standards aligned learning targets with the end in mind to ensure students are successful on school/state assessments will be a focus.. Teachers and students will continue to develop a way of working focused on reviewing, analyzing, and responding to data to guide forward academic progress.

PLCs designed with teacher and student success will assist teachers in developing strong instructional best practices based on data to inform instructional decisions to guide small groups, differentiation, and enrichment. Planning PLCs include the teachers planning a week in advance to know and understand the standards and set student targets. Meetings will include teacher dialogue, modeling of common student misconceptions, what instructional strategies look and sound like, and how teachers will know a student

has learned the intended target. Student work samples and data will serve as evidence to make adaptations through small groups, remediation, or reteach activities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

George W. Munroe students will benefit from Intentional, collaborative planning that addresses what they are to learn, how they will learn it, monitoring of their learning through practice and data, and what will happen if they don't learn it. Research has shown that educational best practices identify the use of small learning communities as one of the most effective methods of promoting and implementing professional learning and introducing new concepts to teachers. George W. Munroe teachers will benefit from PLCs by increasing their content knowledge and teacher capacity while continuing to develop a toolbox of effective best practices, so implementation of instructional strategies and standard-based instruction is seamless.

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?

No

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.

Administration, teachers, resource support staff and paraprofessionals will participate in PLCs focusing on B.E.S.T. ELA and Math Achievement Level Descriptors, SWOT analysis of instructional and support strategies, and student data analysis.
Action steps will also include the continuation of developing and implementing weekly classroom walkthrough schedules that require administrative feedback. Weekly PLCs will also address Tier 1 instructional implementation, areas of improvement/weaknesses, and student data that will inform/drive school and classroom decisions. Intentional Planning PLCs will include teachers working collaboratively submitting plans one week prior to instruction for administrative review with "before" planning items completed, coming prepared to planning with teacher's edition, weekly assessment, ELA & Math standards and resources if applicable and being prepared to teach a portion of the lesson.

Person Responsible: [no one identified]

By When:

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

We are a district that is not able to compete with neighboring salaries, but research has found that teachers would overlook a small difference in salary if they were under instructional leadership that has established a positive culture and environment. Teachers are more apt to remain in a school environment where they are recognized, celebrated, and appreciated for their contributions to student achievement based on common/school-wide beliefs and practices that all stakeholders are vested in. This would impact high or improving attendance rates by staff, improved collaborative relationships, and ultimately increased student achievement. The Mental Health awareness of teachers is an area that we also have to acknowledge so that they feel part of a school family community that will continue to encourage and support them allyear.

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

George W. Munroe plans to establish an effective New Staff/New Teacher Site-Based Mentoring Program while also maintaining the resiliency of veteran staff and their contribution to the school through participation in Collaborative Planning weekly, Quarterly "Stay" Interviews, and providing targeted incentives for attendance, student growth, and professional growth.

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

The Area of Focus will be monitored through School Climate Surveys, Monthly Attendance Tracking Data, formal and informal walkthroughs/observations, student discipline reports, "Stay" Interview Collection data, and data from the number of participants receiving recognition/rewards from targeted incentives for attendance, student growth, and professional growth.

Person responsible for monitoring outcome:
Sonja Lewis (lewissonja@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.)

The National Education Association (NEA) have noted key factors prior to the pandemic, but now those factors have multiplied and led to even more educators old and new feeling exhausted, demoralized, stressed, and overwhelmed. We want to support teachers by providing a positive work environment that fosters collaboration, supportive coaching, timely feedback, and encouraging professional growth. All this will done through a focus on respect, recognition, and reward in order to retain effective employees.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The interventions listed support overall well-being, engagement, and a supportive culture and climate that is key to teacher recruitment and retention which leads to stability and growth for the school, teachers, and students.

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

Each week faculty and staff will receive recognition in the school "Pirate Weekly" that highlights attendance, collaboration efforts, or any other "GameChanging" behavior. Category 1 teachers will be assigned a mentor and teacher buddy with monthly check-in activities. Monthly celebrations of birthdays, data, and attendance will be provided in an effort to show they are valued. Collegial Walks to Learn will be implemented to aide in professional growth and support. School-wide rewards and incentives will be in place to contribute to the overall belonging to an organization that fully supports staff well-being.

Person Responsible: Sonja Lewis (lewissonja@gcpsmail.com)

By When: By June 2024, at least 80% of staff will complete climate survey that provides evidence that they feel supported in/outside of classroom, appreciated as an active participant in personal and student growth, and valued as an educator.

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).

George W. Munroe along with guidance of district leaders will review and commit to monitoring and the adherence of protocols to ensure strategies and implementation is based on needs supported by data analysis. This information will be collected, published, and discussed at school board meeting among school and community stakeholders.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The Area of Focus for the school is Instructional Practice Specifically relating to Benchmark Aligned Instruction in Reading/ELA so teachers are equipped to implement effective instruction and build a

strong foundation at the earliest levels, so by 3rd grade they are not learning to read but reading to learn at a deeper level. The need for this Area of Focus derives from 2023 FAST data that shows that 71% of our 3rd graders were below proficiency. Rising/Upcoming K-3rd grade students 2022-23 STAR progress monitoring shows the following: 3rd grade(72%), 2nd grade(67%), 1st grade(41%), Kindergarten(58%) are not on track to score Level 3 and above a state standardized assessment. The 2022-23 STAR data also reveals that KG, 2nd, and 3rd grade have less 50% on track to score at or above Level 3.

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

The Area of Focus for the school is Instructional Practice Specifically relating to Benchmark Aligned Instruction in Reading/ELA so teachers are equipped to implement effective instruction and build a strong foundation at the earliest levels, so by 3rd grade they are not learning to read but reading to learn at a deeper level. The need for this Area of Focus derives from 2023 FAST data that shows that 71% of our 3rd graders were below proficiency.
The current 3rd grade students Spring 2022-23 STAR progress monitoring shows that 72% are entering below proficiency.

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 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 Measurable Outcomes

By the end of the 2023-24 school year, the FAST progress monitoring data will show that students in Kindergarten will increase from 42% to 52%, students in 1st grade will increase from 59% to 64%, and 2nd grade will increase from 33% to 50% or more to be on track to score at or above Level 3.

Grades 3-5 Measurable Outcomes

By the end of the 2023-24 school year, Grade 3 students will increase the number of students scoring Level 3 or above from the previous year by increasing the percentage from 23% to 34%.

Monitoring

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 impact student achievement outcomes.

Monitoring for desired outcomes will be achieved through classroom walkthroughs, focused data meetings, school progress monitoring of weekly, monthly, and quarterly school and district assessments. Through Professional Learning Communities, teachers and administrators will focus on standards-based instruction, planning, monitoring of student progress, and developing strategies that will impact student success overall.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Kirkland, Germaine, browng@gcpsmail.com

Evidence-based Practices/Programs

Description:
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. §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?

KPALS is a program that focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding, it is a great beginning for students to gain a basic fundamental foundation for reading.

Corrective Reading and Phonics for Reading are programs for upper elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension.

Magnetic Reading is a comprehensive foundational skills program that delivers explicit, systematic foundational skills instruction in grades K-2.

Evidence-based practices used will be providing interventions through small groups and/or one on one from support staff, ESE resource staff, and ESOL support.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Yes, the evidence-based practices/programs address the identified need as indicated through multiple data points K-3rd. Both programs have a strong ESSA rating with KPALS with a +0.23 effect size and Corrective Reading with a +0.06 effect size.

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
Establish a culture of effective planning: -Literacy Leadership: a team comprised of reading endorsed teachers will model and present best practices in grade level team meetings, in professional learning communities, and at school events. -Literacy Coaching: The Reading Coach will observe new and fragile teachers and take them through the coaching cycle to improve their classroom instruction -Assessment: It will be monitored by administration, teachers, and school-wide so that me can address weakness and develop a plan for remediation, intervention, and/or enrichment -Professional Learning- Trainings will be provided by the district reading support along with, trainings for the core implementation	Kirkland, Germaine, browng@gcpsmail.com

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.

George W. Munroe Elementary will use various methods to increase transparency in communication with all stakeholders. We will utilize the following methods: email, school website, school newsletter, school events virtual or face to face, school advisory council meetings, school leadership and grade level meetings, Quarterly Parent Expos. Since we serve a population of Hispanic students, every effort is made to share information in written form in their native language as well as secure a translator when applicable.

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))

George W. Munroe will 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 though written communication via flyers, letters, social media, mid progress reports, end of 9 weeks report cards, school events on campus, school advisory council meetings, encouraging parent volunteers on campus, and sharing important dates and events via email, telephone, or Skylert.

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))

George W. Munroe will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and monthly professional develop to support teacher growth and student needs. There will be mandatory uninterrupted instructional time so teachers can focus on teaching and students learning. As a school we will provide small group instruction that addresses differentiation of students who are fragile learners and those that will benefit from enrichment and acceleration. All efforts will be supported by the administrative team, Reading Coach, and interventionists.

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))

George W. Munroe will ensure all programs used are state evidence-based programs for core and interventions. Our school ensures that all students with disabilities and English Language Learners are allowed the required accommodations in the classroom and on state assessments. We also will continue to prepare and train highly qualified teachers who support the school vision and mission in increasing student achievement.

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))

George W. Munroe's Guidance Counselor, site Social Worker, ESE Resource Teachers, district ESE department as well as the district Headstart/PreK Mental Health program work closely together to be able to provide the necessary services to students and their families. Our students also attend Character Education at least once a week where we focus on being a good Pirate citizen along with other SEL activities.

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))

Our students are at a very impressionable age, so we host a career day fair at the school. Students get an opportunity to be able to interact with local professionals in the community that introduce them to careers they may or may not be familiar which. Career Day gives our young students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

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).

We will continue to follow our MTSS protocols facilitated by our Guidance Counselor and Social Worker for students who are facing challenges with behavior which include individual and/or group counseling sessions. This year we will use a PBIS system where students are allowed to earn Pirate bucks to shop at the Pirate store as an incentive and reinforcement for positive behavior.

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))

Teachers will participate in weekly Professional Learning Communities that focus on Standards Based Planning, Standards Based Instruction, Conditions for Learning, and Professional Responsibilities in an effort to build capacity and teacher content knowledge. Teachers will also participate in professional learning opportunities offered through PAEC, the district, and all other trainings directly related to supporting our school goals.

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))

Several local daycares/learning centers have students enrolled in their preschool program. As Principal, we share readiness checkpoints and milestones that will help with the smooth transition into our elementary school program.

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: ESSA Subgroup: Economically Disadvantaged				$143,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	391	0041 - George W. Munroe Elem. School	UniSIG	492.0	$8,750.00
			Notes: Contracted services less than $25,000. Contracted services to provide individual or small group instructional support to targeted students who have demonstrated deficiencies in Reading. services provided by retired educator(25 weeks, 10hrs/wk @ $35/hr)			
	5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$7,000.00
			Notes: Materials, supplies, and incentives. Recognitions and items to encourage academic achievement throughout the year(trophies, ribbons, certificates, Pirate treasure chest, items for Accelerated Reader points, F.A.S.T recognition for Levels 3 and above.			
	5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$6,350.00
			Notes: Materials and supplies. Intervention resources to support during and beyond the school day			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0041 - George W. Munroe Elem. School		492.0	$6,000.00
			Notes: Incentives and recognition for student attendance and behavior with rewards such as pencils, poppets, spirit shirts, stickers, bracelets, skittles, lollipops, gaming trucks, etc.			
	5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$45,000.00
			Notes: Beyond the school day tutoring first semester (3) teachers for 3 days a week and second semester (8) teachers for 3 days a week. One afterschool coordinator @ $40/hr and teachers @ $35/hr.			
	7800	330	0041 - George W. Munroe Elem. School	UniSIG	492.0	$29,300.00
			Notes: Transportation for students participating in Beyond the School day program(3 days a week)			
	7800	160	0041 - George W. Munroe Elem. School	UniSIG	492.0	$30,000.00
			Notes: Offsite and onsite field trips that are aligned with standards-based instruction, culturally relevant as well as provide incentives to students for attendance, behavior, and student achievement.			
	6100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$2,000.00
			Notes: Materials, Supplies, and Parent Attendance Incentives. 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.			
	5100	510	0041 - George W. Munroe Elem. School		492.0	$7,000.00
			Notes: PBIS store items to purchase with Pirate Bucks. Pirate bucks earned by eligible students for behavior, attendance challenge rewards, accelerated reader points, and progress monitoring achievement.			
	5100	510	0041 - George W. Munroe Elem. School		492.0	$2,000.00
			Notes: Student spirit t-shirts			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$77,355.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0041 - George W. Munroe Elem. School	UniSIG	492.0	$15,000.00
			Notes: Salary. Math Specialist to support teachers and students B.E.S.T Math Standards implementation through onsite and virtual support, modeling, coaching, data analysis			
	6400	210	0041 - George W. Munroe Elem. School	UniSIG	492.0	$1,500.00
			Notes: Benefits. Retirement for Math Specialist			
	6400	220	0041 - George W. Munroe Elem. School	UniSIG	492.0	$1,147.50
			Notes: Benefits. FICA for Math Specialist.			
	6400	230	0041 - George W. Munroe Elem. School	UniSIG	492.0	$1,250.00
			Notes: Benefits. Group Insurance for Math Specialist.			

Function	Object	Budget Focus	Funding Source	FTE	2023-24
6400	240	0041 - George W. Munroe Elem. School	UniSIG	492.0	$217.50
		Notes: Benefits. Workers Comp for Math Specialist.			
6400	120	0041 - George W. Munroe Elem. School	UniSIG	492.0	$15,000.00
		Notes: Reading Coaches, teachers of ELA, Math, Science, and Social Studies will be compensated two days a week(one hour each day), Monday-Thursday to plan for weekly standards-based instruction and intervention at $35/hr.			
6400	330	0041 - George W. Munroe Elem. School	UniSIG	492.0	$10,000.00
		Notes: Model School Conference Registration for participants(10)			
6400	330	0041 - George W. Munroe Elem. School	UniSIG	492.0	$10,640.00
		Notes: Travel. Model School Conference: $356(car rental and per diem) = hotel accommodations: $200/night x3 nightsx10 participants+$6000+meals: $36/day x 3 daysx10 participants=$1080			
6400	120	0041 - George W. Munroe Elem. School	UniSIG	492.0	$12,600.00
		Notes: Instructional staff K-3 will spend a week during the summer prior to return for new school year developing curriculum, planning, and preparing student lessons/activities for whole an small group for all learners (Tier 1, 2, & 3). Teachers compensated for 4 days, $35/hr, 15 teachers and reading coach.			
5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$5,000.00
		Notes: Materials and supplies to support professional development to include paper, pens, planner, notebooks, math manipulatives, elkonian box mats, highlighters, etc.			
5100	330	0041 - George W. Munroe Elem. School			$5,000.00
		Notes: Travel for costs involved in attending trainings or conferences to include meals, hotels, registration fees and other expenditures associated with traveling on district business			

3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment			$19,595.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

Function	Object	Budget Focus	Funding Source	FTE	2023-24
5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$4,995.00
		Notes: Monthly School-wide faculty and staff recognition: Motivational Monday's(recognition of GameChanger moments, birthdays, attendance, student growth, team collaboration, etc.)			
5100	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$4,000.00
		Notes: Faculty and staff t-shirts that represent the school brand and climate. T-shirts can be worn for district and school events for easy identification of staff and school spirit.			
6400	510	0041 - George W. Munroe Elem. School	UniSIG	492.0	$5,000.00
		Notes: Professional development to include training in core curriculum and team building activities to boost moral and foster collaboration. Purchase positive promotion items such as tumblers, lunch bags, notepads, pens, care packages/baskets, and other miscellaneous items needed for activities.			

5100	510	0041 - George W. Munroe Elem. School			$3,000.00
		Notes: Staff Appreciation Week items and incentives (yard signs, personal wellness items/activities, positive memorabilia that show appreciation)			
5100	120	0041 - George W. Munroe Elem. School	UniSIG	492.0	$2,600.00
		Notes: Reimbursement for passing Reading Endorsement exam by the end of current school year(8 eligible teachers x $200) and a nominal stipend for School-based Mentors for the 2024 school year(10 mentors x $100 dollars)			
				Total:	$240,350.00

Budget Approval

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

No

Gadsden County Schools

James A. Shanks Middle School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

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.

To provide a safe, nurturing, and productive environment in which to educate all students in order to become responsible lifelong learners who possess skills, knowledge and self confidence needed to become college and/or career ready.

Provide the school's vision statement.

With high expectations of all stakeholders, James A Shanks Middle School will create a culture of excellence by providing a rigorous, relevant benchmark-based instruction for the development of skills necessary for students to be academically proficient.

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
Jarrett, Kisha	Principal	The Principal is the instructional leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The principal focuses on learning and continuous improvements which are aligned with the school as well as the district's mission and vision. She is the decision-maker in regards to the master schedule, teacher's evaluation, and supervision, Gadsden County Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. She creates uninterrupted time within the school day for common planning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Principal Jarrett also manages and supervises the business side of the school, she is responsible for all budgetary decisions and business partners. Additional responsibilities include: Assistant Principal Supervision Deliberate practice for all instructional staff Discipline referral monitor Marzano framework activities School Advisory Council School Safety School Community Facilitation
Kitchen, Denesha	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports new staff members in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Provide mentoring and small group instruction. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.
Moore, Stephanie	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports ESE Department in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.

Name	Position Title	Job Duties and Responsibilities
Commodore, Shirley	Math Coach	Lead Teacher for mathematics (Grades 4-8) To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Kirkland, Nahketah	Reading Coach	To assist teachers at the school level, for modeling of best practices/lessons, to assist with implementing grant and/or K-12 Comprehensive Reading Plan requirements, and to provide staff development and resources to reading teachers.
Samson, Marilyn	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Simmons-Russ, Catina	Dean	Professional Development for teachers & staff (classroom management & safety) - Classroom walkthroughs for behavior - Provide help and support for behavior intervention strategies (major) - Daily communication of Rest Room - Communicates with families for disciplinary actions -Supports family/community activity - Work referrals within the day - Busing (arrival, dismissal, evacuation drills, etc.) - Cafeteria Duty - Review of Placements - Schoolwide Discipline - Assemblies - Hearings - Safety
Thomas, Marvin	Dean	Professional Development for teachers & staff (classroom management & safety) - Classroom walkthroughs for behavior - Provide help and support for behavior intervention strategies (major) - Daily communication of Rest Room - Communicates with families for disciplinary actions -Supports family/community activity - Work referrals within the day - Busing (arrival, dismissal, evacuation drills, etc.) - Cafeteria Duty - Review of Placements - Schoolwide Discipline - Assemblies - Hearings - Safety

Name	Position Title	Job Duties and Responsibilities
		- SWBMP Quarterly Data (w/ LST) - Hold quarterly School Meetings with students

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.

The process of involving stakeholders in the School Improvement Plan (SIP) development process is crucial for creating a comprehensive and effective plan that addresses the needs and goals of the school community. Here's our step-by-step outline of how stakeholders, including the school leadership team, teachers and staff, parents, students, and business or community leaders, are involved and how their input was used in the SIP development process:

Identification of Stakeholders: Identified all relevant stakeholders who have a vested interest in the school's success. This includes the school leadership team, teachers, staff, parents, students, families, and local business or community leaders.

Communication and Engagement Plan: We communicated the plan through email and will review the SIP at every SAC meeting to allow feedback as we process throughout the year.

School Leadership Team Involvement: We had two meetings with the school leadership team to discuss the school's strengths, weaknesses, opportunities, and threats (SWOT analysis). Encouraging the leadership team to provide insights into the overall vision, mission, and goals of the school.

Teacher and Staff Engagement: We conducted a focus group session over four days this summer to gather input from teachers and staff about their perspectives on the school's strengths and areas for improvement.
They were encouraged to share their ideas on instructional strategies, curriculum enhancements, and professional development needs.

Business and Community Leader Input: This summer we discussed with our business partners potential partnerships, internship opportunities, or resources that the community can provide to support the school's improvement goals.

Data Analysis and Integration: We analyzed data the input received from all stakeholders, identifying common themes, priorities, and areas of consensus through the SWOT analysis method. We use the data to inform the development of specific goals, strategies, and action steps in the SIP.

Regular Review and Feedback Loop:
During the monthly SAC meetings we will have an opportunity for ongoing feedback and review of the SIP's progress with stakeholders. Monitor the implementation of strategies, assess outcomes, and make necessary adjustments based on stakeholder feedback.

By involving various stakeholders and leveraging their insights, the School Improvement Plan will be a well-rounded and effective roadmap for enhancing the school's educational quality and overall success.

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))

It is important to emphasize our commitment to the effective implementation and impact of the School Improvement Plan (SIP) at James A. Shanks Middle School. Our collective efforts to enhance student achievement and address the achievement gap require ongoing vigilance and collaborative action.

Our approach to monitoring and continuous improvement includes the following key components:

Monthly Professional Learning Community (PLC) Meetings with Staff: We will engage in regular PLC meetings to review our progress, share insights, and collaboratively address challenges. These sessions provide an opportunity for open dialogue and a platform to refine our strategies in real-time.

Florida Department of Education BSI Team's Monthly Visits: During the visits by the Florida Department of Education's Bureau of School Improvement (BSI) team, we will engage in discussions about the SIP's implementation and its impact on student achievement. These interactions will offer valuable external perspectives and feedback.

School Advisory Council Meetings: The School Advisory Council (SAC) meetings will serve as a forum for discussing the SIP's progress and seeking input from our diverse stakeholders. This inclusivity ensures that the SIP remains aligned with the needs and expectations of our school community.

Monthly SIP Leadership Team Meeting: The administrative team will convene regularly to assess the SIP's effectiveness and identify areas for refinement. This leadership team meeting will facilitate swift adjustments and enhancements to the plan based on our ongoing analysis.

It is crucial that we view the SIP not as a static document, but as a dynamic blueprint that guides our actions and decisions. Our commitment to continuous improvement is unwavering, and we will revise the plan as necessary to ensure that we are consistently progressing toward our goals.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D
	2019-20: C
	2018-19: C
	2017-18: D
School Improvement Rating History	
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	K	1	2	3	4	5	6	7	8	Total
							Grade Level			
Absent 10% or more days	0	0	0	0	35	27	58	64	64	248
One or more suspensions	0	0	0	0	6	20	52	73	62	213
Course failure in English Language Arts (ELA)	0	0	0	0	35	2	3	15	2	57
Course failure in Math	0	0	0	0	29	1	1	2	4	37
Level 1 on statewide ELA assessment	0	0	0	0	36	36	87	70	69	298
Level 1 on statewide Math assessment	0	0	0	0	8	24	80	76	71	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	K	1	2	3	4	5	6	7	8	Total
						Grade Level				
Students with two or more indicators	0	0	0	0	42	27	73	87	75	304

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

Indicator	K	1	2	3	4	5	6	7	8	Total
						Grade Level				
Retained Students: Current Year	0	0	0	0	2	1	1	1	2	7
Students retained two or more times	0	0	0	0	1	6	12	12	14	45

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	25	5	28	58	41	157
One or more suspensions	0	0	0	0	3	11	34	47	53	148
Course failure in ELA	0	0	0	0	17	11	8	49	57	142
Course failure in Math	0	0	0	0	17	3	17	32	41	110
Level 1 on statewide ELA assessment	0	0	0	0	20	53	70	70	79	292
Level 1 on statewide Math assessment	0	0	0	0	25	56	84	77	69	311
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	26	22	54	77	84	263

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	19	1	2	5	3	30
Students retained two or more times	0	0	0	0	4	6	14	16	18	58

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	25	5	28	58	41	157
One or more suspensions	0	0	0	0	3	11	34	47	53	148
Course failure in ELA	0	0	0	0	17	11	8	49	57	142
Course failure in Math	0	0	0	0	17	3	17	32	41	110
Level 1 on statewide ELA assessment	0	0	0	0	20	53	70	70	79	292
Level 1 on statewide Math assessment	0	0	0	0	25	56	84	77	69	311
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	26	22	54	77	84	263

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	19	1	2	5	3	30
Students retained two or more times	0	0	0	0	4	6	14	16	18	58

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	23	34	57	27	50	61
ELA Learning Gains	36	43	55	48	52	59
ELA Lowest 25th Percentile	37	41	46	51	55	54
Math Achievement*	23	34	55	39	57	62
Math Learning Gains	38	43	60	53	52	59
Math Lowest 25th Percentile	42	46	56	51	46	52
Science Achievement*	19	28	51	22	47	56
Social Studies Achievement*	64	62	72	54	72	78
Middle School Acceleration	79			79		
Graduation Rate						
College and Career Acceleration						
ELP Progress	33			46		

* 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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	35	Yes	1	
ELL	33	Yes	1	
AMI				
ASN				
BLK	41			
HSP	37	Yes	1	
MUL				
PAC				
WHT	41			
FRL	38	Yes	1	

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)

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	23	36	37	23	38	42	19	64	79			33

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
SWD	26	35	31	24	37	37	26	60				
ELL	18	30	36	26	34	44	15		62			33
AMI												
ASN												
BLK	23	38	35	22	39	41	20	63	85			
HSP	20	28	33	27	38	45	16	62	71			32
MUL												
PAC												
WHT	40	64		13	45							
FRL	22	36	38	23	38	43	20	62	78			23

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	24	29	28	26	28	31	16	32	48			36
SWD	26	31	31	29	39	44	25	30				
ELL	28	36	36	40	36	24	15	36	29			36
AMI												
ASN												
BLK	21	26	26	24	25	33	16	27	52			
HSP	29	37	36	35	36	26	17	39	43			35
MUL												
PAC												
WHT	27			30								
FRL	24	28	26	26	28	30	17	30	48			33

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	27	48	51	39	53	51	22	54	79			46
SWD	32	45	45	31	43	35	24	70				
ELL	25	55	59	45	65	79	17					46
AMI												

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	ELP Progress
							2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS					
ASN												
BLK	25	45	46	36	49	49	20	56	80			
HSP	32	58	67	48	62	61	25	44	67			46
MUL												
PAC												
WHT												
FRL	27	49	49	39	53	50	22	58	80			46

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
05	2023 - Spring	11%	24%	-13%	54%	-43%
07	2023 - Spring	16%	28%	-12%	47%	-31%
08	2023 - Spring	26%	33%	-7%	47%	-21%
04	2023 - Spring	11%	26%	-15%	58%	-47%
06	2023 - Spring	21%	25%	-4%	47%	-26%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	35%	-6%	54%	-25%
07	2023 - Spring	33%	38%	-5%	48%	-15%
04	2023 - Spring	13%	24%	-11%	61%	-48%
08	2023 - Spring	43%	38%	5%	55%	-12%
05	2023 - Spring	9%	24%	-15%	55%	-46%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	6%	5%	1%	44%	-38%
05	2023 - Spring	3%	15%	-12%	51%	-48%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	25%	39%	50%	14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	44%	36%	63%	17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	37%	-6%	66%	-35%

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.

Our plan for addressing the recent challenges in science scores and shed light on the contributing factors that led to last year's lower performance. Additionally, share some insights into the data components that revealed the weakest performance in 5th and 8th grade science assessments.

Plan to Improve Science Scores:
In response to the identified need for improvement in science scores, we have developed a comprehensive plan that focuses on targeted interventions and enhanced instructional strategies. The key elements of our plan include:

Enhanced Science Instruction: We are working on providing our teachers with specialized professional development in science instruction. This training will equip them with the necessary tools and strategies to engage students effectively and align their teaching with the state standards.

Standards-Based Progress Monitoring: To ensure ongoing assessment and progress tracking, we are

implementing a standards-based science progress monitoring tool. This will enable us to gauge proficiency and growth throughout the school year, helping us address learning gaps promptly.

Collaborative Planning: Our teachers will engage in regular collaborative planning sessions to share best practices, analyze student performance data, and tailor their instruction to meet individual student needs.

Factors Contributing to Last Year's Performance:
Last year's low performance in science scores was influenced by several factors, including:

Limited Science Instruction: Insufficient emphasis on science instruction contributed to a lack of preparedness among students for the assessments.

Absence of Progress Monitoring: Without a reliable progress monitoring tool, we were unable to track student growth and provide timely interventions.

Alignment Challenges: Our instructional strategies did not consistently align with the state standards, impacting students' ability to demonstrate proficiency.

Trends in Data Component:
Upon analyzing the data, we found that the lowest performance in 5th and 8th grade science assessments was primarily related to the application and analysis components of the assessments. Students seemed to struggle with applying scientific concepts to real-world scenarios and analyzing data to draw meaningful conclusions.

We are committed to addressing these trends by incorporating more hands-on, experiential learning opportunities and strengthening students' analytical skills through targeted instruction.

I am confident that our proactive approach, combined with the dedication and expertise of our educators, will lead to significant improvements in science scores and overall student performance.

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

Based on the results of the 2022 and 2023 state assessments, our focus for improvement is centered around specific grade levels and subjects. Specifically, we have identified the need for enhancement in 5th and 8th grade science achievement, as well as in 4–8 math achievement and 4–8 English Language Arts (ELA) achievement.

The challenges in 5th and 8th-grade science achievement can be attributed in part to a lack of comprehensive science instruction. Additionally, the absence of a standards-based science progress monitoring tool has hindered our ability to effectively assess proficiency and track growth over the course of the academic year. The deficiencies in math and ELA achievement are a result of inadequate planning, a shortage of standards-aligned instruction, and limitations stemming from prior academic years.

To successfully address these areas of improvement, it is imperative that we take decisive action. We need to ensure that each content area is staffed with certified teachers who are well-versed in delivering standards-based instruction. Equally important is the provision of curriculum support for progress monitoring, enabling teachers to track student growth and proficiency in a consistent and effective manner.

Through the implementation of these measures, we are committed to elevating the quality of education we provide and fostering a learning environment that empowers all students to excel.

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.

The data component that exhibited the most significant disparity when compared to the state average is science. Last year's low performance in science scores was influenced by several factors, including:

Limited Science Instruction: Insufficient emphasis on science instruction contributed to a lack of preparedness among students for the assessments.

Absence of Progress Monitoring: Without a reliable progress monitoring tool, we were unable to track student growth and provide timely interventions.

Alignment Challenges: Our instructional strategies did not consistently align with the state standards, impacting students' ability to demonstrate proficiency.

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

Algebra and Biology Improvement:
Our recent data analysis has revealed significant improvement in both algebra and biology scores, which is a testament to the dedication and hard work of our educators and students. The strategies we implemented to foster growth in these areas included:

Targeted Professional Development: We provided our algebra and biology teachers with specialized professional development sessions focused on effective instructional methods, formative assessment practices, and strategies to address common misconceptions.

Data-Driven Instruction: Regular analysis of student performance data allowed us to identify specific areas of weakness in algebra and biology. This insight guided our instructional decisions, enabling us to tailor our teaching to address these challenges.

Personalized Support: We implemented intervention and enrichment programs for students who needed additional support in algebra and biology. These initiatives provided targeted assistance to struggling students and challenged those who were ready to excel further.

Collaborative Planning: Our teachers engaged in collaborative planning sessions to share successful teaching strategies and brainstorm innovative approaches to engage students in algebra and biology.

Student Engagement Initiatives: To enhance student motivation and interest, we introduced interactive activities, hands-on experiments, and real-world applications that made algebra and biology concepts more engaging and relatable.

These concerted efforts have resulted in marked improvements, and we are encouraged by the positive trajectory in these subject areas.

Looking Ahead:
As we celebrate this achievement, we remain committed to sustaining and expanding upon our progress. Our ongoing commitment includes:

Continued Professional Development: We will provide ongoing professional development opportunities to ensure our educators remain well-equipped to deliver effective instruction in algebra and biology.

Data-Informed Decision-Making: Regular data analysis will guide our instructional planning, helping us identify emerging trends and areas requiring further attention.

Student-Centered Approaches: We will continue to explore innovative teaching methods that place students at the center of their learning experience, fostering deeper understanding and enthusiasm for algebra and biology.

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

As we reviewed the data, we identified two specific areas of concern that require our focused attention: students performing at level one in math and reading. I would like to outline the action steps we are taking to address these concerns and drive meaningful improvements in proficiency and learning gains.

Math and Reading Level One Students:
Upon careful examination of the EWS data, we observed that a notable number of students are currently at level one in both math and reading. Recognizing the critical importance of these foundational skills, we are dedicated to implementing targeted strategies to support these students and ensure their academic growth.

Action Steps for Improvement:
To address the challenges posed by students at level one in math and reading, we are taking the following action steps:

Targeted Interventions: We have developed a series of focused intervention programs designed to provide individualized support to struggling students. These programs will include additional instructional time, small-group interventions, and personalized learning plans to address specific skill gaps.

Data-Informed Instruction: Regular data analysis will continue to drive our instructional decisions. We will closely monitor student progress, adjusting our teaching strategies as needed based on ongoing assessment data.

Collaboration and Professional Development: Our educators will collaborate to share best practices and successful instructional strategies for supporting students in math and reading. Furthermore, we will provide professional development opportunities that equip our teachers with the tools and techniques to engage and uplift struggling learners.

Family and Community Engagement: We understand the importance of involving families and the community in supporting student success. We will establish open lines of communication, providing resources and guidance for families to actively participate in their child's learning journey.

By focusing our efforts on these targeted action steps, we are committed to elevating the proficiency and learning gains of our students in math and reading. This endeavor aligns with our overarching mission to provide a high-quality education that empowers every student to excel.

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

Common Planning:
This year we have implemented common planning across all content areas so teachers are able to collaborate, set goals, and monitor data. We will focus on standard-based planning for Tier 1 instruction. The planning will include protocols for Tier 1 instruction, small group differentiation of Tier 1, and remediation to close learning gaps. Teachers in the four tested content areas will meet one planning day a week
to plan with administrators or coaches. The implementation of the planning will be monitored by data reviews, class walks, feedback, and coaching. The teachers will also meet two times a week before school or afterschool with the content area teachers for additional planning. The administrative team will

be working closely with BSI to provide observations and consistent feedback. Teachers will hold data chats on a weekly basis to monitor the lowest 25% and provide progress monitoring for their students. AVID will also be implemented on our campus this school year.

Deliberate Practice:
Throughout the academic year, our school is partnering closely with Learning Sciences International to offer Marzano training for both teachers and administrators. Our dedicated math and reading coach will facilitate monthly professional development sessions, focusing on the implementation of the BEST standards, exemplary practices, and effective data tracking. These professional development sessions will encompass evidence-based strategies in the key subject areas of Math, ELA, Science, and Civics, as outlined in our specific focus areas. Moreover, teachers will benefit from comprehensive training in classroom management procedures and protocols, ensuring a cohesive and supportive learning environment for all students. This initiative aligns with our school's dedication to providing high-quality instruction and support for both teachers and students alike.

Instructional Systems:
We are committed to establishing a culture of continuous improvement and accountability, which will be accomplished through a series of well-structured weekly action meetings, the establishment of clear and ambitious expectations, and unwavering support for all members of our staff. To ensure the success of this initiative, the administration will actively engage in data analysis, using insights to guide decision-making. These analyses will serve as a foundation for productive data conversations between administrators and teachers. Moreover, teachers will actively participate in data chats with their students, fostering a dialogue that encourages growth and learning. By embracing these practices, we aim to create an environment where improvement is ongoing, expectations are transparent, and support is readily available. Through these collective efforts, we are confident in our ability to achieve sustainable progress and elevate the quality of education we provide.

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

#1. 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.

In the 2022-2023 school year 27% of students exhibited poor attendance by missing more than ten percent of the school year; twenty-five percent of the students received one or more suspensions, these are a few factors that may have contributed to discipline issues. Many of the discipline infractions stem from poor social skills, lack of family support, and mismanagement of impulsive control.

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

1.Stakeholder/Parent engagement activity (Complete 4 parent engaged activity through the year)
2.Decrease out of school suspensions and expulsions by 41%.
3.Have 100% of staff trained on PBIS/MTSS
4.Increase student extracurricular activities by 41% .

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

1.Quarterly reports using FOCUS / Navigate 360
2.Progress monitoring for Tier 2 and Tier 3 students using FOCUS m specifically teacher notes.
3.AVID strategies throughout the school

Person responsible for monitoring outcome:

Stephanie Moore (moores@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.)

PBIS / MTSS
Navigate 360
Safe Place Resources: Calming Center kits and Safe Place Posters
Managing Emotional Mayhem Books
Social skills groups
Zones of regulation
Conscious Discipline
Positive PEERS

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We value an equitable and accessible education for all children incorporating technology with the support of our parents, family, community, and business partners. We ensure we address the social/emotional and mental health needs of all our students and provide wraparound support and services to our families.
The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities."

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?

No

Identify monitoring systems and initiate teaching training to help identify students with Early Warning Systems

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Collect data and assess every 9 weeks in order to make evidence based intervention steps effective.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Implement target interventions using N360, Zone of Regulation and Conscious Discipline. It will be continuously monitored with a quarterly report (macro/school wide) and more intensive interventions (micro/individual) based on data collection.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Implement universal system of supports to ensure fidelity and consistency throughout the campus.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Develop a monitoring report to make adjustments and to ensure attainment of goals.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Conscious Discipline:

he safe place resources - Calming Center Kits, safe place poster sets, Managing Emotional Mayhem books.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

#2. Instructional Practice specifically relating to Collaborative Planning

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.

Based on the 2023 State Assessment results, our proficiency scores were as follows: ELA 18%, Math 28%, Science 9%, and Civics 31%. This data underscores a critical need for targeted intervention and improvement in these subject areas.

The identification of this crucial need was derived from a comprehensive review and analysis of the assessment data. Through a careful examination of student performance across various subjects, it became evident that science, with a proficiency score of 9%, exhibited a substantial gap when compared to the state average. This disparity signifies a notable challenge that demands our immediate attention.

The rationale for prioritizing science improvement stems from the recognition that a proficiency rate of 9% falls significantly below the desired benchmark. This data point highlights a gap in our students' understanding and mastery of scientific concepts, which has the potential to impact their overall academic growth and future success. Furthermore, the lower science proficiency rate stands out as an area of concern that requires focused efforts to bridge this gap and elevate student achievement.

As we address this need, our commitment to data-driven decision-making guides our strategies and interventions. By identifying science as a crucial area for improvement based on the assessment results, we are proactively working to enhance our educational offerings, refine instructional approaches, and provide targeted support to ensure that our students achieve higher levels of proficiency and excel in this critical subject

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

Our goal is to see significant progress and growth in student proficiency, as indicated by the statewide assessment results. Specifically, we aim for at least 41% proficiency among our students.

In our unwavering commitment to bridging the achievement gap, we have set an ambitious target: to reduce the gap in ability between our students with diverse backgrounds and needs (SWD, ELL, BLK, HSP, and FRL) and the overall student population by a remarkable 50%.

To ensure that we stay on track and make data-informed decisions, we have established a robust system of data metrics for monitoring our progress. These metrics include district-created mini-assessments, unit tests, and quarterly progress monitoring. By consistently tracking and analyzing these metrics, we will be able to gauge our students' growth, identify areas that require additional attention, and make necessary adjustments to our strategies and interventions.

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

Common Planning Sessions:
The Leadership Team will play a central role in overseeing the progress of this Area of Focus. We will schedule regular common planning sessions, during which educators and team members will collaborate to refine instructional strategies and address specific learning objectives.

Benchmark-Aligned Planning:
One of the key components of the monitoring process is benchmark-aligned planning. During these planning session, educators will focus on aligning their instructional plans with predetermined benchmarks

and learning standards.

Data Analysis:
Data analysis will be a central aspect of our monitoring process. In the planning sessions, the Leadership Team will guide educators in reviewing assessment data, evaluating student performance, and identifying trends and areas that require improvement.

Skills Review:
Collaborative discussions on skills review will enable educators to identify gaps in understanding, make necessary adjustments, and ensure that students are progressing towards the desired learning outcomes.

Person responsible for monitoring outcome:

[no one identified]

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.)

The evidence-based intervention chosen for this Area of Focus is the implementation of collaborative planning through Professional Learning Communities (PLCs) and team planning. A book study will be used during these sessions: "Is my School a better school because I lead it by Barut Kafle (16 books X 15.95) + 20.00 shipping/ 303.20

Collaborative planning within the PLC fosters a collaborative and supportive environment among educators. Through regular meetings and discussions, teachers have the opportunity to share insights, exchange best practices, and collectively brainstorm innovative instructional strategies.

Team planning extends this collaborative effort across subject areas or grade levels. By bringing together educators from different disciplines or grade levels, team planning encourages a cross-disciplinary approach to curriculum design.

The evidence supporting collaborative planning through Professional Learning Communities and team planning highlights its effectiveness in promoting a culture of continuous improvement. This intervention facilitates the alignment of instructional goals, enhances teacher collaboration, and ultimately contributes to improved student engagement and achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Richard DuFour's perspective underscores the transformative power of Professional Learning Communities (PLCs) within schools. He emphasizes that when a school operates as a PLC, educators collectively commit to fostering high levels of learning for all students. This approach signifies a shared dedication to continuous improvement, collaboration, and a student-centered focus.

In a PLC, educators collaborate to analyze data, develop targeted instructional strategies, and share best practices. By aligning their efforts, educators work towards the common goal of ensuring that every student achieves their fullest potential. This collaborative culture not only enhances teaching practices but also leads to improved student outcomes, as it promotes a responsive approach to education.

DuFour's perspective reinforces the notion that a PLC transcends individual efforts, creating a collective force for positive change within the school environment. By prioritizing ongoing learning, collaboration, and student success, educators within a PLC create an impactful educational experience for all students.

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?

No

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 implementation of the subject area curriculum which includes:

Comprehension Strategies: We will delve into effective comprehension strategies that empower educators to facilitate deeper understanding and critical thinking among students.

Abstract to Concrete: We recognize the significance of transitioning from abstract concepts to tangible experiences. Through hands-on laboratory activities, we will empower educators to guide students between theoretical knowledge and practical application.

Vocabulary Enrichment: Our professional development will equip educators with strategies to enhance students' vocabulary acquisition.

Writing Skills Enhancement: Writing is a fundamental skill that transcends disciplines. Educators will gain insights into fostering effective writing skills across subjects, nurturing students' ability to convey ideas coherently.

Student Discourse: Encouraging meaningful student discourse is integral to active learning. Our professional development will guide educators in fostering a dynamic classroom environment where students engage in thoughtful discussions, share perspectives, and develop a deeper understanding of the subject matter.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Instructional Planning
Weekly Planning sessions are a pivotal component of our strategic approach to enhancing instructional quality and student success

During these planning sessions, teachers will follow a carefully designed planning protocol. This protocol is designated to facilitate the seamless alignment of Tier 1 instruction with the specific requirements of the standards. By adhering to this protocol, teachers will ensure that their instructional strategies are closely attuned to the learning objectives outlined in the standards.

Through these weekly planning sessions and the utilization of the planning protocol, we are confident in our ability to provide students with a well-rounded and enriched learning experience.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Collaborative Planning - Benchmark-Based

Support benchmark-based instruction through instructional planning with the administration, 4th-8th grade teachers, BSI, and district content specialist (Planning will occur one hour a day, 2 days a week, 4 weeks per month, for 10 months. Planning will take before or after the contract work

day. (25 X 2 hour X 4 weeks X 10 months X 35.00.)

Book Study Leadership Team Planning:
Book Study Leadership Team & Planning for walk throughs using is my school a better school because I lead it will improve teacher practices that produce increased student performance. Leadership team professional development will occur one hour a day, 1 day a week, r weeks per month, for 10 months. Sessions will take place after the contract day. (16 staff - 3 admin=13 teachers X1 hours X 4 weeks X 10 months X 35.00) Teachers will follow a carefully designed planning protocol.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Book Study - "Is my School a better school because I lead it by Baruti Kafle"

(16 Books X 15.95) + 20.00 shipping / $303.20 + $20.00 = $323.00

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Standards Based Teaching in the Classroom

Planning and teaching in the Standards-Based Classroom to support Obsevation and Feedback professional development and teacher coaching strategies.

Notes: FICA (Planning X .0765

Notes: "Worker's Compensation (Planning X .012)

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

#3. 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.

The 2023 State Assessment results have provided us with valuable insights into our students' academic performance. The proficiency scores for key subjects are as follows:

English Language Arts (ELA): 18%
Mathematics: 28%
Science: 9%
Civics: 31%

These scores serve as a foundation for our ongoing efforts to enhance student achievement and promote a culture of continuous improvement. While the results indicate areas where growth is needed, they also highlight the significance of our commitment to strategic interventions and focused initiatives.

As we move forward, we are dedicated to implementing targeted strategies that address the challenges identified by the assessment results. Through collaborative planning, data-driven instruction, and a steadfast focus on best practices, we aim to raise proficiency levels and provide our students with a robust educational experience.

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

James A. Shanks Middle School is embarking on a mission of academic excellence, dedicated to ensuring that our students achieve at the highest levels. Our aspirational goal is for our students to demonstrate a minimum proficiency of 41% on the statewide assessment.

A paramount objective of our journey is to address and narrow the achievement gap that exists among different student groups. We are committed to reducing the disparity in ability between students with varying backgrounds, including SWD, ELL, BLK, HSP, and FRL, and their peers. Our goal is to effect a remarkable 50% reduction in this achievement gap, reflecting our unwavering dedication to equity and inclusivity.

To ensure that our efforts are measured and guided by concrete data, we have established a robust set of data metrics. These metrics encompass district-created mini-assessments, unit tests, and quarterly progress monitoring.

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

Monitoring the goal's progress entails utilizing F.A.S.T, STAR, district quarterly assessments, and school-based assessments. Weekly classroom walks conducted by the leadership team oversee professional development and planning implementation, followed by feedback to teachers and coaching decisions based on data metrics and observations. Future instructional practices and remediation needs are determined from qualitative and quantitative data. School-wide data reviews are bi-monthly, while monthly meetings between the team and teachers guide future instruction and identify reteaching needs. ESSA subgroup students receive data chats during common planning sessions to ensure targeted support. This comprehensive approach ensures continuous improvement and enhances student outcomes.

Person responsible for monitoring outcome:
Kisha Jarrett (jarrettk@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.)

Deliver explicit comprehension strategy instruction in alignment with the textbook's content. (Substantial supporting evidence)
Construct Benchmark Aligned Focus Calendars tailored to each content area.
Facilitate extended discussions for deeper exploration of text interpretation and significance. (Moderate supporting evidence)
Interconnect and merge abstract and concrete representations of concepts across subjects. (Instructional integration)
Employ writing for diverse purposes such as conveying information, building arguments, enhancing reading and comprehension, and sharing experiences across subject domains. (Writing versatility guide)
Foster natural exposure to and utilization of academic vocabulary through multiple channels - listening, reading, speaking, and writing. (Comprehensive vocabulary approach)
Infuse AVID WICOR strategies throughout all subject areas for enhanced instructional outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence-based intervention for this Area of Focus includes:

Delivering direct and explicit instruction in comprehension strategies, meticulously aligned with the content of the textbook, backed by strong supporting evidence.

Crafting Benchmark Aligned Focus Calendars for each content area, facilitating streamlined planning and instruction.

Creating opportunities for in-depth discussions that explore text meaning and interpretation, supported by moderate evidence.

Seamlessly intertwining abstract and concrete representations of concepts across subject domains, optimizing instructional organization and study.

Harnessing writing as a versatile tool, employed for diverse purposes such as conveying information, constructing arguments, enriching reading and comprehension, and sharing experiences across all subjects.

Cultivating students' exposure to and utilization of academic vocabulary within natural contexts, spanning listening, reading, speaking, and writing - fostering comprehensive vocabulary development for all learners.

Infusing AVID WICOR strategies throughout every subject area, harnessing their proven effectiveness to enhance instructional outcomes comprehensively.

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?

No

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.

Data Review Process:
At the onset of the academic year, the leadership team will engage in collaborative sessions with teachers to analyze prior year data, encompassing the entire student body and distinct subgroups. Ongoing data analysis will involve scrutinizing data metrics derived from mini lessons and common assessments, thereby facilitating effective progress monitoring. Monthly data chats between the leadership team and teachers will serve as a platform for informed discussions based on these insights.

For a more targeted approach, teachers will engage in monthly data chats with SWD students, centering on unit assessments. Additionally, regular quarterly meetings with all students will be conducted to comprehensively review the quarterly test outcomes.

The administration will play an active role by reviewing data chat documentation on a monthly basis. This collaborative data analysis approach will serve as a dynamic feedback loop, allowing for adaptive strategies and timely interventions to enhance student learning outcomes.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Instructional Observations:
To ensure the seamless integration of professional development and planning outcomes, the leadership team will conduct regular classroom walk-throughs on a weekly basis during the designated block. This proactive approach allows us to closely monitor the effective implementation of strategies and gauge the alignment with desired goals.

Following each walk-through, the leadership team will provide constructive feedback to teachers, fostering a culture of continuous improvement. This insightful feedback will also guide the identification of coaching needs, where data metrics and classroom observations converge to offer valuable insights.

The data gleaned from these observations, both qualitative and quantitative, will inform future instructional practices. By analyzing this comprehensive data, we can identify areas of strength and opportunities for enhancement. This iterative process ensures that our teaching strategies remain dynamic and responsive to the evolving needs of our students.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Coaching Enrichment:
Our commitment to professional growth extends to personalized coaching, tailored to teachers' needs and driven by both qualitative and quantitative data insights. This targeted coaching will concentrate on refining content knowledge, optimizing lab integration, enhancing writing skills, and nurturing effective student discourse.

To ensure its efficacy, the coaching process will be meticulously overseen by the School Leadership Team. This dedicated oversight will guide the evolution of an ongoing coaching cycle, facilitating a continuous loop of improvement and refinement.

By harnessing the power of data-informed coaching, we empower our educators to thrive and provide an enriched learning experience for our students. Your support in this endeavor is truly appreciated.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Use and monitor data through Benchmark-Aligned Supplemental:

IXL is an interactive online learning platform that offers a wide range of exercises spanning various subjects and grade levels. It provides personalized practice opportunities to reinforce and master key concepts.

DreamBox is an adaptive learning platform designed to cater to individual student needs. With its focus on mathematics and reading, DreamBox provides adaptive lessons that adjust difficulty levels based on each student's performance.

Quizziz is an engaging quiz platform that gamifies the learning experience. Teachers can create and assign quizzes aligned with benchmarks, allowing students to test their knowledge in an interactive and enjoyable format.

Flocabulary:
Flocabulary leverages the power of music and rhythm to deliver educational content. Flocabulary covers a spectrum of subjects while enhancing students' retention and comprehension.

Measuring Up:
Measuring Up offers targeted practice and assessment materials aligned with state standards. With a focus on critical thinking and problem-solving.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Additional monitoring Tools through Benchmark-Aligned Supplemental:

Everglades Math books (4th-8th grades) supplemental math books to support tier 2 and Tier 3 intervention time.

Headpones to Support F.A.S.T practice/testing and online practice

Hands to mind STEM Bins Essential Kit, Set of 12 STEM Bins 15 X 169.99

Hands 2 Mind Learn to Teach Math with Manipulatives, Grades6-9 15 X $99.00

Supplemental Writing workbooks - Top Score Writing (Curriculum Print & Digital $625.00 X 5=$3,125 + (Student passages & Acitivity book $ 40.00 X 200 8.000)=$11,125.00 + shipping 10%=1112.50=$12,237.50

Imagine Learning(Language and Literacy component) supplemental online math program to support Tier to support Tier 2 and Tier 3 intervention time (75 ELL Students x 75.00 per License)

Professional Development 2x for Dreambox Math program

Professional Development 2x for Dreambox Reading Plus Program

Online Training: Flocabulary (1time)

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Professional Development

Professional Development 3 sessions X $750.00 for Top Score Writing Program

Professional Development 2x @750.00

Math Specialist:
Salary to support teachers and student B.E.S.T. Math Standards implementation through onsite and virtual support modeling, coaching, data analysis ($60,000) year divided by 4 schools = $$15,000

Benefits: Retirement for math specialists ($80,000 x 10%/4 = $1,500
Benefits: FICA for math specialist ($60,000 x 7.65%/4) = $1147.50
Benefits: Group Insurance ($5,000/4 = $1250)
Benefits: Workers Comp ($60,000.00 x 1.45%/4=$217.00

Person Responsible: [no one identified]

By When:

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).

The process of reviewing school improvement funding allocations and ensuring that resources are allocated based on needs is a meticulous and strategic endeavor that involves several key steps:

Data Analysis and Needs Assessment:
Begin by conducting a comprehensive analysis of academic, demographic, and performance data. Identify specific areas that require improvement and determine the needs of diverse student populations. This assessment forms the foundation for allocating resources where they can have the most impact.

Goal Setting and Prioritization:
Collaborate with school leadership, staff, and stakeholders to establish clear improvement goals. Prioritize these goals based on their potential to drive positive outcomes and bridge achievement gaps. Consider the urgency and significance of each goal to guide resource allocation decisions.

Resource Identification:
Identify available funding sources, including federal grants, district allocations, and external partnerships. Determine the scope of resources that can be allocated to support the identified improvement goals.

Strategic Planning and Resource Allocation:
Develop a strategic plan that outlines how resources will be allocated to address specific needs. Define clear strategies, initiatives, and programs that align with the identified goals. Ensure that the allocation of resources is well-distributed and directly linked to the areas of improvement.

Equity Considerations:
Prioritize equity by ensuring that resources are allocated to meet the unique needs of all student populations, including English language learners, students with disabilities, and marginalized groups. Avoid disparities and ensure that every student has access to the support they require.

Stakeholder Engagement:
Engage teachers, administrators, parents, community members, and other stakeholders in the resource allocation process. Gather input, feedback, and insights to inform decisions and ensure that a diverse range of perspectives is considered.

Transparent Communication:
Maintain transparent communication throughout the process. Clearly communicate the goals, strategies, and rationale for resource allocation to all stakeholders. Keep the school community informed about how funding decisions are being made and how they align with improvement efforts.

Implementation and Monitoring:
Implement the allocated resources according to the strategic plan. Monitor the progress of each initiative, collecting data to assess their effectiveness. Regularly review and adjust resource allocation strategies based on ongoing evaluation and feedback.

Continuous Improvement:
Embrace a culture of continuous improvement by regularly revisiting and refining resource allocation decisions. As new data and insights emerge, adapt the allocation strategies to ensure that resources remain aligned with evolving needs.

By following this systematic approach, we can ensure the improvement funding allocations are thoughtfully and strategically distributed to maximize our impact on student achievement and success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

N/A

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

The data revealing that over 75% of students are not on grade level in ELA in Grades 4 and 5 suggests a significant need for improved reading proficiency. The data highlights a significant proficiency gap and learning challenges in ELA for Grades 4 and 5. To address these issues, the instructional focuses of Reading Comprehension Strategies for Grade 4 and Grade 5. This areas is identified as critical need as it directly address skills that are pivotal to literacy development and overall ELA achievement.

This entails teaching students a variety of strategies to enhance their understanding of texts. These strategies include making predictions, visualizing, making connections, summarizing, and asking

questions. Students will actively engage with texts through discussions, annotations, and guided practice.

By providing targeted instruction, students can develop essential competencies that enable them to engage more effectively with texts and express their understanding and insights more confidently. Impact on Student Learning: Reading comprehension strategies empower students to become more active and strategic readers. By using these techniques, students can extract meaning from texts, identify key information, and develop a deeper understanding of content. These strategies also promote critical thinking skills, enabling students to engage with texts on a more analytical level.

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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

Description: In Grades 4 and 5, the Area of Focus is Reading Comprehension Strategies. This encompasses the targeted implementation of instructional practices aimed at equipping students with a diverse range of strategies to enhance their reading comprehension. These strategies include making predictions, visualizing, making connections, summarizing, and asking questions. Students will actively engage with texts through structured discussions, annotations, and guided practice.

Measurable Outcomes: By the conclusion of the academic year, our primary objective is to witness a substantial increase in ELA proficiency. We are committed to elevating the initial 18% proficiency rate to 41% or higher on the 2023 FAST assessment for all Grade 4 and 5 students, encompassing all ESSA subgroups. This targeted improvement will extend to SWD, African American/Black, Economically Disadvantaged, English Language Learners (ELL), White, Multiracial, and Hispanic students.

Additional Measurable Outcome: As a secondary goal, we intend to observe a significant reduction in the achievement gap in proficiency between Students with Disabilities (SWD) and the overall student population. We are striving to decrease this gap by 50 percentage points, ensuring a more equitable distribution of proficiency levels.

Rationale: The initial ELA proficiency rate of 18% underscores the need for a comprehensive strategy to enhance reading comprehension skills. Concentrating on Reading Comprehension Strategies for Grades 4 and 5 directly addresses this concern by targeting a fundamental aspect of literacy. These strategies have been demonstrated to significantly improve reading comprehension across various student profiles. By fostering an inclusive approach and offering targeted support to specific subgroups, we are working towards bridging proficiency gaps and fostering a more equitable learning environment.

Overall Rationale: Our commitment to addressing reading comprehension through focused strategies for

Grades 4 and 5 is underpinned by measurable outcomes. Our objectives include elevating the ELA proficiency rate from 18% to 41% or higher for all students and subgroups, as well as decreasing the achievement gap in proficiency between SWD and overall students by 50 percentage points. Through these targeted instructional practices, we aim to not only enhance reading comprehension skills but also to create a more equitable and inclusive educational landscape for all students.

Monitoring

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 impact student achievement outcomes.

Monitoring Strategy: We employ a rigorous monitoring strategy to track and evaluate progress in our 4th and 5th grade reading comprehension initiative. This strategy utilizes data from the 2023 FAST assessment, iReady, Reading Plus, and Imagine Learning assessments, and Oral Reading Fluency (ORF) measurements. Regular monthly Professional Learning Communities (PLCs) are established for each grade group to thoroughly analyze the data and devise targeted intervention plans tailored to individual student needs.

Monitoring Process: The monitoring process is a systematic approach that guides our intervention efforts and ensures data-driven decision-making:

Data Collection: We collect data from various sources, including the 2023 FAST assessment, iReady, Reading Plus, and Imagine Learning assessments, and ORF measurements. These sources provide comprehensive insights into student performance and progress.

Monthly PLCs: Monthly PLCs are conducted for each grade group. During these collaborative sessions, teachers, instructional leaders, and support staff review the data to identify trends, challenges, and areas of improvement. The PLCs serve as platforms for informed discussions on student progress.

Intervention Levels: Based on the analysis of the 2023 FAST data, students are categorized into different intervention tiers:

Tier 3 Instruction: Students at level 1 on FAST and iReady assessments receive intensive Tier 3 instruction, targeted at addressing specific needs and challenges.

Tier 2 Instruction: Students at level 2 on the assessments receive Tier 2 instruction, tailored to their individual requirements.

Differentiated Small-Group Instruction: Students in levels 3-5 receive differentiated small-group instruction, catering to their diverse learning needs and levels of proficiency.

Coach-led Lessons: District and school-based reading coaches play a pivotal role in the monitoring process. They develop lessons based on data analysis, designing interventions that align with student needs. These targeted lessons intensify instruction to foster improved reading comprehension.

Principal Oversight: Lesson plans crafted by coaches are submitted to the principal. The principal's role is to oversee and ensure the alignment of these plans with overall goals and objectives.

Weekly Walkthroughs: Principals conduct weekly walkthroughs to observe the implementation of the lesson plans. This direct observation ensures that interventions are being executed effectively and that students' needs are being met.

Monitoring Outcome: Through this monitoring strategy, we aim to ensure that our interventions are data-driven, precise, and responsive to students' evolving needs. The close monitoring and collaboration enable us to make timely adjustments to interventions and instructional strategies, resulting in targeted improvements in 4th and 5th grade reading comprehension. By aligning our efforts with the collected data and continuously adapting our approach, we create an environment conducive to enhancing students' reading proficiency and narrowing proficiency gaps.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Jarrett, Kisha, jarrettk@gcpsmail.com

Evidence-based Practices/Programs

Description:
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. §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?

In our endeavor to improve 4th and 5th grade reading comprehension, we have adopted evidence-based practices that align with Florida's definition of evidence-based standards. These practices not only align with the district's K-12 Comprehensive Evidence-based Reading Plan but also closely adhere to Florida's B.E.S.T. ELA Standards, specifically targeting the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Our selected evidence-based practices encompass:

Screening Assessments: To identify students who may need additional support, we employ evidence-based screening assessments such as the iReady Diagnostic. Reading Plus, and Imagine Learning (ELL) Assessment. This practice is aligned with the B.E.S.T. ELA Standards and aids in identifying students' individual needs.

Progress Monitoring: We utilize progress monitoring assessments, such as the Oral Reading Fluency (ORF) measurements, to track students' growth over time. This practice is supported by evidence-based research as outlined by the National Center on Intensive Intervention (NCII) in their guidelines for progress monitoring implementation.

Explicit and Systematic Instruction: Our Core Instruction (Tier 1) is informed by evidence-based principles. It provides explicit, systematic, and standards-aligned instruction, ensuring that students receive clear and structured content delivery. This practice aligns with the Florida Department of Education's focus on research-based, explicit instruction.

Small Group Differentiated Instruction: Our Supplemental Instruction/Intervention (Tier 2) is

characterized by small group instruction that is explicit, systematic, and teacher-led. This approach aligns with research-backed strategies for targeted intervention, as described in the NCII's resources on multi-tiered systems of support.

Intensive Individualized Instruction: For Intensive, Individualized Instruction/Intervention (Tier 3), we provide standards-aligned instruction that accommodates diverse student needs, including those with disabilities, IEPs, and English language learners. This practice aligns with evidence-based guidelines for individualized interventions provided by organizations such as the Institute of Education Sciences (IES).

Alignment with Florida's Definition:

The identified evidence-based practices meet Florida's definition of evidence-based as they align with research-backed principles and guidelines, demonstrating strong alignment with proven instructional strategies.

Alignment with District's Comprehensive Plan:

These evidence-based practices align seamlessly with the district's K-12 Comprehensive Evidence-based Reading Plan, reinforcing a coherent and consistent approach across all grade levels.

Alignment with B.E.S.T. ELA Standards:

The practices meticulously address the B.E.S.T. ELA Standards by focusing on the six components of reading, employing varied classroom assessments, and ensuring that Core, Supplemental, and Intensive Instruction are standards-aligned and inclusive of students with diverse needs.

In sum, our chosen evidence-based practices and programs not only meet Florida's criteria but are rooted in research and expert guidelines. By aligning with Florida's educational standards and district plans, we are creating a robust framework to elevate 4th and 5th grade reading comprehension and enhance student outcomes.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The adoption of evidence-based practices to enhance 4th and 5th grade reading comprehension is rooted in a compelling rationale supported by research and educational standards. The selected practices align with the specific needs identified within the FLDOE's RAISE initiative, striving to address the challenge of low reading comprehension proficiency among students. Let's delve into how these practices align with the identified need and demonstrate proven effectiveness for the target population.

Alignment with Identified Need:

The chosen evidence-based practices effectively target the need for improved reading comprehension proficiency among 4th and 5th grade students. The data from the 2023 FAST assessment underscored a notable gap in proficiency, affecting various subgroups. These practices directly address this need through personalized intervention tiers tailored to individual student requirements.

For instance, the implementation of screening assessments like the iReady Diagnostic, Reading Plus, and Imagine Learning (ELL) Assessment aligns perfectly with the need to identify students requiring additional support. These assessments provide a comprehensive view of individual strengths and areas requiring intervention, enabling educators to tailor instruction effectively.

Proven Record of Effectiveness:

Crucially, the evidence-based practices and programs selected have demonstrated a proven track record of effectiveness for the target population. Research studies and educational guidelines validate the efficacy of these practices in improving reading comprehension outcomes.

The use of progress monitoring assessments, as exemplified by Oral Reading Fluency (ORF) measurements, has been endorsed by entities like the National Center on Intensive Intervention (NCII). Such assessments are recognized for their ability to provide timely feedback on student growth, inform instructional adjustments, and ultimately lead to improved reading fluency and comprehension.

Explicit and systematic instruction, another cornerstone of the chosen approach, is supported by research emphasizing its positive impact on student learning outcomes. Educational studies highlight how explicit instruction models lead to enhanced comprehension and retention of reading content.

Small group differentiated instruction has been recognized as a powerful strategy to address diverse learning needs, including the population targeted in this initiative. Research literature consistently points to its efficacy in improving reading comprehension among students with varying proficiency levels.

Furthermore, the intensive individualized instruction component aligns with evidence-based guidelines for addressing diverse student needs. Research from the Institute of Education Sciences (IES) underscores the significance of individualized interventions in boosting comprehension skills for students with disabilities, IEPs, and English language learners.

In sum, the evidence-based practices and programs not only address the identified need for enhanced reading comprehension but also boast a robust history of effectiveness for the target population. These practices are rooted in research and endorsed by authoritative educational organizations, making them a compelling and well-founded choice to elevate 4th and 5th grade reading comprehension outcomes.

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
Step 1: Implement Evidence-Based Screening Assessments Action: Administer evidence-based screening assessments such as the iReady Diagnostic Assessment to identify students requiring additional reading comprehension support. Citation: (iReady, 2021) - iReady Diagnostic Assessment is widely recognized for its validity and reliability in assessing students' reading skills and identifying areas of need.	Kitchen, Denesha, kitchenden@gcpsmail.com
Step 2: Design and Execute Progress Monitoring System Action: Develop a comprehensive progress monitoring system that includes Oral Reading Fluency (ORF) measurements to track students' reading fluency growth over time. Citation: (NCII, 2020) - The National Center on Intensive Intervention provides guidelines on the use of progress monitoring assessments, emphasizing its value in assessing students' response to instruction.	Kitchen, Denesha, kitchenden@gcpsmail.com
Step3: Embed Explicit and Systematic Instruction in Core Curriculum Action: Incorporate explicit and systematic instruction principles into the Core Instruction (Tier 1), delivering clear and structured content aligned with the Florida Department of Education's emphasis on research-based, explicit instruction. Citation: (Archer & Hughes, 2011) - Archer and Hughes discuss the efficacy of explicit instruction in improving reading comprehension, citing its ability to provide clarity and structured learning experiences.	Kitchen, Denesha, kitchenden@gcpsmail.com
Step 4: Implement Small Group Differentiated Instruction Action: Integrate small group differentiated instruction in the Supplemental Instruction/ Intervention (Tier 2), tailoring teacher-led sessions to address individual needs and gaps in learning. Citation: (Tomlinson, 2001) - Tomlinson's work on differentiated instruction underscores its potential to address diverse learning needs effectively and improve student outcomes.	Kitchen, Denesha, kitchenden@gcpsmail.com
Step 5: Develop Individualized Plans for Intensive Instruction Action: Create individualized plans for Intensive, Individualized Instruction/Intervention (Tier 3) that align with the Institute of Education Sciences (IES) guidelines for accommodating students with disabilities, IEPs, and English language learners. Citation: (IES, 2021) - IES provides guidance on individualized interventions, stressing the importance of tailored instruction to meet diverse student needs.	Moore, Stephanie, moores@gcpsmail.com
Step 6: Regular Data Analysis and PLCs Action: Establish monthly Professional Learning Communities (PLCs) for each grade group to analyze data from assessments and progress monitoring. Use these meetings to strategize interventions and track progress. Citation: (DuFour, Eaker, & DuFour, 2006) - DuFour, Eaker, and DuFour advocate for PLCs as platforms for collaborative data analysis and instructional planning, contributing to informed decision-making.	Kitchen, Denesha, kitchenden@gcpsmail.com

Action Step	Person Responsible for Monitoring
Step 7: Weekly Walkthroughs and Principal Oversight Action: Conduct weekly walkthroughs to observe the implementation of evidence-based practices, ensuring alignment with the district's K-12 Comprehensive Evidence-based Reading Plan. Citation: (Marzano, 2003) - Marzano emphasizes the importance of consistent instructional supervision and feedback to ensure effective implementation of instructional strategies.	Jarrett, Kisha, jarrettk@gcpsmail.com
Step 8: Continuous Professional Development Action: Offer ongoing professional development opportunities for educators to enhance their understanding of evidence-based practices and their implementation. Citation: (Guskey, 2002) - Guskey highlights the significance of continuous professional development in improving teacher effectiveness and student outcomes.	Kitchen, Denesha, kitchenden@gcpsmail.com

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.

James A. Shanks Middle School is committed to fostering transparent and effective communication with all stakeholders regarding our School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and School Wellness Plan (SWP). Our plan for dissemination ensures accessibility and clarity, catering to diverse audiences.

Written Documentation:
The SIP, UniSIG budget, and SWP will be compiled into comprehensive written documents. These documents will be made available on our school's website, ensuring easy access for parents, guardians, and community members. To enhance understanding, we will provide explanations and summaries of key components in clear and concise language.

Parent and Community Meetings:
Regular meetings will be organized to present the SIP, UniSIG budget, and SWP to parents and community members. These gatherings will offer an opportunity for direct interaction, Q&A sessions, and open discussions. We will prioritize providing information in a language accessible to all attendees, including translation services if needed.

Newsletters and Updates:
Our school's newsletters and communication platforms will feature regular updates on the progress of

the SIP and UniSIG budget. These updates will highlight accomplishments, ongoing initiatives, and upcoming events related to our improvement efforts. The content will be presented in a reader-friendly format and distributed to all stakeholders.

School Advisory Council (SAC) Involvement:
The SAC, comprising parents, teachers, students, and community members, will actively participate in the dissemination process. They will play a pivotal role in reviewing, discussing, and sharing information about the SIP, UniSIG budget, and SWP. Their input will help ensure that communication strategies are inclusive and effective.

Social Media and Online Platforms:
Our school's social media channels and online platforms will be leveraged to share updates, milestones, and relevant information about our improvement initiatives. Visual aids, infographics, and videos will be used to enhance engagement and comprehension.

Parent-Teacher Conferences and Workshops:
During parent-teacher conferences and workshops, we will dedicate time to discussing the SIP, UniSIG budget, and SWP. This direct engagement allows parents to receive personalized information, ask questions, and engage in meaningful dialogue with educators.

Surveys and Feedback Mechanisms:
Surveys and feedback mechanisms will be implemented to gather input from stakeholders on the effectiveness of our dissemination methods. This feedback will guide adjustments to ensure that information reaches parents and community members in a manner that is easily understandable and valuable.

By implementing this comprehensive plan for dissemination, we are committed to ensuring that our SIP, UniSIG budget, and SWP are accessible, transparent, and presented in a manner that resonates with all members of our school community.

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))

James A. Shanks Middle School is dedicated to fostering strong, positive relationships with parents, families, and other community stakeholders. These relationships are integral to fulfilling our school's mission, supporting students' needs, and keeping parents well-informed of their child's progress. Our comprehensive approach to building these relationships includes the following strategies:

Open and Welcoming Environment:
We will create an open and welcoming atmosphere that encourages parents, families, and community stakeholders to actively engage with the school. Regularly scheduled events, such as back-to-school nights, open houses, and parent-teacher conferences, will provide opportunities for face-to-face interactions and meaningful conversations.

Effective Communication:
Clear and consistent communication is key to building positive relationships. We will use various communication channels, including newsletters, emails, phone calls, and social media, to keep parents informed about school events, important dates, and their child's academic progress.

Parent Engagement Workshops:

We will organize workshops and informational sessions that empower parents with tools and strategies to support their child's learning at home. Topics may include study techniques, effective communication with teachers, and understanding curriculum standards.

Parent-Teacher Collaboration:
Teachers will establish open lines of communication with parents through regular updates on classroom activities, assignments, and assessments. Parent-teacher conferences will provide an opportunity for in-depth discussions about each child's progress and areas for improvement.

Family Involvement in School Activities:
We will actively encourage parents and families to participate in school activities, such as volunteering, chaperoning field trips, and attending school performances. Their involvement will strengthen the sense of community and create a positive impact on students' educational experience.

Community Partnerships:
Collaborating with local businesses, organizations, and community leaders will extend our outreach efforts. By engaging community stakeholders, we can provide additional resources, mentorship opportunities, and real-world connections that enrich students' education.

Parent Advisory Council:
A Parent Advisory Council will be established to provide a platform for parents to share insights, concerns, and suggestions. This council will serve as a bridge between parents and school leadership, facilitating meaningful dialogue and action.

Digital Platforms for Progress Tracking:
Online platforms will enable parents to track their child's academic progress, assignments, and attendance. This digital transparency empowers parents to actively monitor their child's education and stay involved.

Cultural and Linguistic Sensitivity:
Recognizing the diverse backgrounds of our families, we will ensure that communication and engagement efforts are culturally sensitive and language accessible. Translation services and multicultural events will promote inclusivity.

By implementing these strategies, James A. Shanks Middle School is dedicated to building strong, collaborative relationships with parents, families, and community stakeholders. These relationships will play a pivotal role in fulfilling our school's mission, supporting student needs, and ensuring a thriving educational environment.

Webpage: https://jasms.gadsdenschools.org/

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))

At James A. Shanks Middle School, our commitment to academic excellence drives our strategic plan to strengthen the academic program, enhance learning time, and offer an enriched and accelerated curriculum. This approach aligns with our Area of Focus identified in Part II of the School Improvement Plan (SIP), as mandated by ESSA 1114(b)(7)(ii). Our multifaceted strategy includes the following key components:

Curriculum Enhancement:
We will collaborate with educators and curriculum specialists to review and refine our curriculum. By

aligning it with the latest standards and best practices, we will ensure that students have access to a comprehensive and rigorous academic program.

Enriched Learning Opportunities:
To foster deeper learning experiences, we will incorporate project-based learning, hands-on activities, and interdisciplinary approaches into our curriculum. These methods encourage critical thinking, problem-solving, and creativity, empowering students to apply their knowledge to real-world scenarios.

Acceleration and Differentiation:
We will implement strategies to differentiate instruction based on students' learning levels and needs. Advanced learners will have opportunities for acceleration, including advanced courses and enrichment programs that cater to their abilities and interests.

Extended Learning Time:
To increase the amount and quality of learning time, we will explore options for extended school hours, after-school programs, and summer enrichment activities. This extended time will provide students with additional opportunities for academic growth and exploration.

Data-Informed Instruction:
Our educators will analyze student performance data to identify areas of strength and areas in need of improvement. This data-driven approach will guide instructional decisions, enabling us to tailor our teaching methods to individual student needs.

Professional Development:
We will invest in ongoing professional development for teachers to equip them with the latest pedagogical techniques, technology integration, and strategies for accelerating student learning. This will ensure that educators are well-prepared to deliver a high-quality and enriched curriculum.

Parent and Community Engagement:
Collaborating with parents and community stakeholders, we will create a supportive environment that encourages academic excellence. Regular workshops, seminars, and resources will be provided to empower parents to actively engage in their child's education.

Partnerships and Resources:
Leveraging partnerships with local organizations, universities, and businesses, we will expand our resources and offer students access to specialized programs, mentors, and resources that enhance their learning experience.

By implementing these strategies, James A. Shanks Middle School is poised to elevate the academic program, increase learning time, and offer an enriched and accelerated curriculum. Through continuous improvement, collaboration, and a student-centered approach, we are committed to providing our students with the education they need to succeed in an ever-evolving world.

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))

N/A

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))

James A Shanks Middle School places a strong emphasis on holistic student development by providing a comprehensive array of support services beyond academic subject areas. In alignment with ESSA 1114(b)(7)(iii)(I), we have developed a multifaceted approach that ensures counseling, school-based mental health services, specialized support services, mentoring, and other strategies to enhance students' skills and well-being. Our commitment to fostering a nurturing and supportive environment includes the following components:

Counseling Services:
Our dedicated counseling team offers individual and group counseling sessions to address students' emotional, social, and behavioral needs. Through regular interactions, students receive guidance on conflict resolution, stress management, self-esteem building, and personal development.

School-Based Mental Health Services:
We collaborate with mental health professionals to provide on-site services that cater to students' emotional well-being. These services include individual therapy, crisis intervention, and workshops that promote mental health awareness and coping strategies.

Specialized Support Services:
Students with unique needs, including those with disabilities or learning differences, receive specialized support services tailored to their individual requirements. These services encompass personalized education plans, accommodations, and targeted interventions to ensure equal access to educational opportunities.

Mentoring Programs:
Our mentoring initiatives connect students with caring adult mentors who offer guidance, encouragement, and a supportive presence. These relationships foster positive role models and provide students with a safe space to discuss their aspirations and challenges.

Behavioral Interventions:
We implement evidence-based behavioral interventions that address problematic behaviors, promote positive conduct, and reinforce social skills. These interventions contribute to creating a conducive learning environment that nurtures respectful interactions and responsible behavior.

Peer Support Groups:
Peer-led support groups provide students with opportunities to connect, share experiences, and seek guidance from their peers. These groups focus on topics such as friendship building, conflict resolution, and personal growth.

Social-Emotional Learning (SEL) Curriculum:
An integrated SEL curriculum is woven into our educational approach, fostering emotional intelligence, empathy, self-awareness, and interpersonal skills. SEL helps students navigate their emotions, form positive relationships, and make responsible decisions.

Parent and Family Engagement:
Collaborating with parents and families, we provide resources, workshops, and seminars that equip them with tools to support their child's socio-emotional development. These engagements strengthen the

partnership between home and school.

Community Partnerships:
We leverage partnerships with community organizations, mental health agencies, and youth support networks to expand the range of available services and resources for our students.

Through these strategies, James A Shanks Middle School ensures a comprehensive support network that nurtures students' skills, well-being, and personal growth beyond academic subjects. By fostering a safe, inclusive, and caring environment, we are committed to preparing our students to succeed academically and thrive in all aspects of their lives.

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))

N/A

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).

At James A Shanks Middle School, we are dedicated to creating a positive and inclusive learning environment that supports all students in their socio-emotional development and behavioral well-being. In line with ESSA 1114(b)(7)(iii)(III) and coordinated with the Individuals with Disabilities Education Act (IDEA), we have implemented a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services. This model ensures that every student receives the appropriate level of support to thrive academically, socially, and emotionally. Our approach includes the following key components:

Multi-Tiered System of Support (MTSS):
We have established a multi-tiered system of support that provides a continuum of interventions to address students' varying behavioral needs. This three-tiered approach includes:

Tier 1: Universal interventions designed to promote positive behavior and create a safe and supportive school climate for all students.
Tier 2: Targeted interventions for students at risk of engaging in problem behaviors. This includes small group interventions, social skills training, and behavior support plans.
Tier 3: Intensive interventions for students with significant behavioral challenges, involving individualized behavior intervention plans and specialized support services.
Early Intervening Services:
Our school employs a proactive approach to identify and address students' behavioral concerns at the earliest stages. This includes ongoing data collection and analysis to identify students who may benefit from additional support. Early intervening services are tailored to meet individual needs and may involve counseling, mentoring, skill-building workshops, and behavior interventions.

Collaboration and Coordination:
Our efforts are coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA). We work closely with special education staff, administrators, counselors, and other relevant stakeholders to ensure seamless coordination of support services for students with disabilities.

Data-Informed Decision-Making:
Regular data collection and analysis guide our intervention strategies. We use behavioral data to identify

trends, monitor progress, and make informed decisions about the effectiveness of our interventions.

Professional Development:
Our educators receive ongoing professional development in behavior management strategies, positive behavior interventions, and the implementation of the tiered model. This ensures that teachers are equipped to effectively prevent and address problem behavior.

Family and Community Engagement:
We actively involve parents and families in our behavioral support efforts. Regular communication, workshops, and resources are provided to empower parents to reinforce positive behavior at home and collaborate with the school.

Continuous Improvement:
We regularly review and adjust our tiered model based on outcomes and feedback. This iterative process allows us to refine our strategies and ensure that students receive the best possible support.

By implementing a schoolwide tiered model and coordinating efforts with the Individuals with Disabilities Education Act (IDEA), James A Shanks Middle School is committed to promoting positive behavior, preventing problem behaviors, and providing early intervening services to ensure the success and well-being of all students.

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))

James A Shanks Middle School is dedicated to continuous improvement in instruction and data utilization, as well as enhancing our teacher recruitment and retention efforts in high need subjects. Aligned with ESSA 1114(b)(7)(iii)(IV), our comprehensive approach includes a range of professional learning activities and initiatives for teachers, paraprofessionals, and other school personnel. These efforts are designed to elevate instruction, enhance data-driven decision-making, and foster a supportive environment for effective educators. Our strategies include:

Data-Informed Instruction Workshops:
We will conduct regular workshops focusing on effectively using academic assessment data to inform instruction. These workshops will equip educators with strategies to analyze assessment results, identify areas of improvement, and tailor instructional approaches to meet students' individual needs.

Differentiated Instruction Training:
We will offer training sessions on differentiated instruction techniques to address diverse learning styles and abilities. This approach empowers teachers to adapt their teaching methods to reach all students effectively.

Technology Integration Workshops:
In alignment with data utilization, we will provide training on using educational technology tools to track and analyze student progress. This technology integration enhances data collection and supports evidence-based instructional decisions.

Subject-Specific Professional Development:
Our educators will engage in subject-specific workshops to enhance content knowledge, instructional strategies, and curriculum alignment. These sessions will contribute to elevating instruction in high need subjects.

Mentoring and Coaching Programs:

We will implement mentoring and coaching programs to provide ongoing support for new and experienced teachers. Mentor teachers will offer guidance, share best practices, and facilitate reflection to enhance instructional effectiveness.

Collaborative Learning Communities:
Teachers will participate in collaborative learning communities where they can share insights, discuss challenges, and collaborate on data analysis and instructional strategies.

Recruitment Initiatives:
To attract and retain effective teachers in high need subjects, we will develop targeted recruitment strategies. These efforts may include partnerships with local universities, recruitment fairs, and incentives for educators in critical areas.

Teacher Leadership Development:
We will identify and nurture teacher leaders who can serve as instructional coaches, curriculum developers, and mentors. This approach enhances peer-to-peer support and strengthens the overall instructional team.

Professional Growth Opportunities:
Teachers, paraprofessionals, and other staff members will have access to ongoing professional development opportunities that align with their individual career goals and areas of interest.

Family and Community Engagement:
We will involve parents, families, and the community in our professional learning initiatives through workshops, seminars, and collaborative partnerships that promote a shared commitment to student success.

By implementing these strategies, James A Shanks Middle School aims to improve instruction, data utilization, and teacher recruitment and retention efforts. These initiatives will contribute to a dynamic and supportive learning environment that empowers educators to excel and positively impacts student achievement.

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))

N/A

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: Positive Culture and Environment: Early Warning System				$4,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	100	0211 - James A. Shanks Middle School	UniSIG	600.0	$4,350.00
			Notes: Conscious Discipline - The safe place resources - Calming Center Kits, safe place poster sets, Managing Emotional Mayhem books			

2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				$97,044.65
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0211 - James A. Shanks Middle School	UniSIG		$70,000.00
			Notes: "Support benchmark-based instruction through instructional planning with the administration, BSI, and district content specialists. Planning will occur one hour a day, 2 days a week, 4 weeks per month, for 10 months. Planning will take place before or after the contract work day. (25 X 2 hour X 4 weeks X 10 months x 35.00)"			
	5100	100	0211 - James A. Shanks Middle School	UniSIG		$18,200.00
			Notes: Book Study Leadership Team & Planning for walk throughs using Is my school a better school because I lead it will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment. Leadership team professional development will occur one hour a day, 1 day a week, 4 weeks per month, for 10 months. Professional Development will take place after the contract work day. (16 staff- 3 admin =13 teachers X 1 hours X 4 weeks X 10 months x 35.00)			
	6400	510	0211 - James A. Shanks Middle School	UniSIG		$323.45
			Notes: Is my school a better school because I lead it by Baruti Kafle (16 books X 15.95) +20.00 shipping / $303.20 +$20.00=$323.20 https://www.ascd.org/books/is-my-school-a-better-school-because-i-lead-it?variant=120013 Important Tax Exempt Info To process a transaction with a Purchase Order please send to member@ascd.org			
	6400	510	0211 - James A. Shanks Middle School	UniSIG		$1,555.50
			Notes: Planning and Teaching in the Standards-Based Classroom to support Observation and Feedback Book professional development and teacher coaching strategies.			
	6300	220	0211 - James A. Shanks Middle School	UniSIG		$5,355.00
	5100	220	0211 - James A. Shanks Middle School	UniSIG		$1,392.30
			Notes: FICA (Planning X .0765)			
	5100	240	0211 - James A. Shanks Middle School	UniSIG		$218.40
			Notes: "Worker's Compensation (Planning X .012)"			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$160,781.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0211 - James A. Shanks Middle School	UniSIG	600.0	$5,534.18
			Notes: Science Supplies			
	5100	510	0211 - James A. Shanks Middle School	UniSIG		$5,830.37
			Notes: Office Instructional Supplies to support instruction			
	5100	519	0211 - James A. Shanks Middle School	UniSIG		$3,000.00
			Notes: Ink instructional supplies to support instruction			
	5100	520	0211 - James A. Shanks Middle School	UniSIG		$10,636.46

			Notes: Everglades Math books (4th -8th grades), supplemental math books to support Tier 2 and Tier 3 intervention time			
	5100	519	0211 - James A. Shanks Middle School	UniSIG		$5,273.40
			Notes: Headphones to Support FAST Testing and online			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$13,200.00
			Notes: Dream box learning Math Licenses (600 License). supplemental resource to support Tier 1 instruction. Students in the US averaged 1.58 grade levels of math growth. Used and found effective to increase student data in Pinellas County Schools (PCS).			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$20,000.00
			Notes: Dream box Reading Plus Licenses (600 Licences) supplemental resource to support Tier 1 instruction			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$3,900.00
			Notes: Flocabulary Plus 600 students x $6.50 per student			
	5100	510	0211 - James A. Shanks Middle School	UniSIG		$2,549.85
			Notes: Hands to mind STEM Bins® Essential Kit, Set of 12 STEM Bins 15 x 169.99			
	5100	510	0211 - James A. Shanks Middle School	UniSIG		$1,485.00
			Notes: Hands 2 Mind Learn to Teach Math with Manipulatives, Grades 6-9 15 x $99.00			
	5100	520	0211 - James A. Shanks Middle School	UniSIG		$12,237.50
			Notes: Supplemental Writing workbooks- Top Score Writing (Curriculum Print & Digital $625.00 x 5=$3,125)+(Student passages & Activity book $40.00 x 200=8,000)=$11,125.00 + Shipping 10% =1,112.50=$12,237.50			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$3,000.00
			Notes: Quizziz			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$14,605.84
			Notes: Measuring up Supplemental resource (Science, Math, and Reading) to support Tier 2 and Tier 3 intervention time.			
	5100	369	0211 - James A. Shanks Middle School	UniSIG		$33,739.50
			Notes: Imgaine Learning (Language and Literacy component) supplemental online math program to support Tier 2 and Tier 3 intervention time. (75 ELL Students x75.00 per License)			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$2,475.00
			Notes: Professional Development 2x for Dreambox Math Program			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$0.00
			Notes: Professional Development 2x for Dreambox Reading Plus Program			

	6400	100	0211 - James A. Shanks Middle School	UniSIG		$450.00
			Notes: Online Training Flocabulary (1 time)			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$2,250.00
			Notes: Professional Development 3 sessions x $750.00 for Top Score Writing Program			
	6400	100	0211 - James A. Shanks Middle School	UniSIG		$1,500.00
			Notes: Professional Development 2x @750.00			
	6400	130	0211 - James A. Shanks Middle School	UniSIG		$15,000.00
			Notes: Salary. Math specialist to support teachers and students B.E.S.T. Math Standards implementation through onsite and virtual support, modeling, coaching, data analysis ($60,000/year divided by 4 schools = $15,000)			
	6400	120	0211 - James A. Shanks Middle School	UniSIG		$1,500.00
			Notes: Benefits. Retirement for math specialists ($60000 x 10%/4 = $1,500)			
	6400	220	0211 - James A. Shanks Middle School	UniSIG		$1,147.50
			Notes: Benefits. FICA for math specialist ($60,000 x 7.65%/4)= $1147.50			
	6400	230	0211 - James A. Shanks Middle School	UniSIG		$1,250.00
			Notes: Benefits. Group Insurance ($5000/4 = $1250)			
	6400	240	0211 - James A. Shanks Middle School	UniSIG		$217.00
			Notes: Benefits. Workers Comp ($60,000 x 1.45%/4 = $217.50)			
			0211 - James A. Shanks Middle School			$0.00
					Total:	**$262,176.25**

Budget Approval

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

No

Gadsden County Schools

Havana Magnet School

leadership
students
school improvement
mission
Florida
college and career
analysis
ambitious
striving
teaching
learning
achievement
relationships
success
areas of focus
instruction
growth
family and community involvement
needs assessment
strategic planning
collaboration
vision
supportive environment
resources

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

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.

The mission of Havana Magnet School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal success in order to become responsible citizens in society.

Student Friendly- The mission of Havana Magnet School is to provide a rigorous learning environment where students feel safe to achieve academic and personal success.

Provide the school's vision statement.

The vision of Havana Magnet School is to achieve a legacy of developing young minds that utilize critical thinking skills to creatively approach challenges and embrace diversity. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

Student Friendl-y
The vision of Havana Magnet School is for students to become a self-driven learner, who thinks critically and take ownership of my learning in a positive engaged environment.

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
Hickman, Thelma	Principal	Serves as the instructional leader of the school. Creates the vision for the staff and all stakeholders. Assists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students. Manages and supervises all aspects of the school. She is an instructional leader and is responsible for ensuring that all students receive equitable instruction. Focus on a goal to increase Student academic achievement in all content areas in addition to closing achievement gaps for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents,and business partners to support HMS initiatives.
Riggins, Sandra	Assistant Principal	Supports the Principal and serves as an instructional leader. Asists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students. Focus on goals to increase Student academic achievement in all content areas in addition to closing the achievement gaps for all students while building relationships with the community, parents,and businesses partners to support aid of HMS initiatives. In addition, providing a safe, equitable learning environment for all students. The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for teachers.
Shaffer, Deborah	Assistant Principal	Supports the Principal and serves as an instructional leader. Asists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students. Focus on goals to increase Student academic achievement in all content areas in addition to closing the achievement gaps for all students while building relationships with the community, parents,and businesses partners to support aid of HMS initiatives. In addition, providing a safe, equitable learning environment for all students. The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for teachers.

Name	Position Title	Job Duties and Responsibilities
Dantley, Dominique	Instructional Coach	Helps teachers improve teaching strategies. Support is provided to the teachers through coaching and leading common planning. In addition, he acilitates whole school screening programs, identifying those at risk, and the specific interventions needed (Tiers 1, 2, and 3). Ensuring the process of progress monitoring through the systematic collection and analysis of data, he ensures that instructional practices are appropriate, and that the MTSS Intervention plan is implemented with fidelity. Throughout the school year, as the needs of the students and teachers are identified, professional development is designed, presented and supported. Implement new instructional ideas throughout the school . Builds teacher capacity in literacy instruction through the coaching cycled professional development in addition to close achievement gaps in literacy Promote professional learning Facilitate improvements in instruction and student learning
Dantley, Rechelle	Teacher, K-12	The responsibilities of the grade level chair is to orirent new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team
Hill, Kennedy	Attendance/ Social Work	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 measurementb 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.
Hart, Janice	Teacher, K-12	
Lee, Rachelle	Teacher, K-12	
Pringle, Meishikia	Teacher, K-12	
Highman, Keshandra	Teacher, K-12	
Williams, Adrian	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Hill, Dinesha	Teacher, K-12	
Fuller, Gloria	School Counselor	

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.

The school principal, assistant principals, instructional coach, team leaders, parents and Student Government officers will assist in the development of the SIP. Community school partners will also serve on this team. Yearend survey data from parents, teachers and students will be used to assist in the development of goals.
Regularly scheduled meetings will be placed on the school calendar and meeting invites will be sent seven days prior to the meeting.

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English will provide input on the development of the school wide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the school wide plan based on input from families/parents.

HMS believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. Havana Magnet School will ensure the organized, ongoing and timely manner of involving parents through the following methods:
Home-to-school and school-to-home communication in English and other languages
Flyers
Newsletters
HMS Parent and Guardian Remind messages
School Website
Email
Social Media Posts
Class Dojo
Clever
Classroom Remind
Parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:
Attending
School Advisory Council (SAC) meetings
Parent Expo Meetings
Annual Title I Meeting
Participating In
Parent and family engagement capacity-building activities
Reviewing

Academic data/Progress Monitoring Assessments
Previous school year Parent and Family Engagement Plan

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))

HMS will involve parents in the process of reviewing their School wide Improvement Plan (SIP) by: Posting it to our website and Facebook page and posting in our front lobby for them to review.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
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	20	22	25	12	20	10	14	9	15	147
One or more suspensions	9	5	2	6	14	19	24	23	19	121
Course failure in English Language Arts (ELA)	4	5	2	6	14	19	24	23	19	116
Course failure in Math	7	2	15	7	3	19	7	6	5	71
Level 1 on statewide ELA assessment	0	0	0	31	20	18	23	25	13	130
Level 1 on statewide Math assessment	0	0	0	11	22	26	29	15	11	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	27	0	0	0	0	0	29

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	8	6	14	20	28	26	31	26	18	177

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	4	0	4	11	1	6	2	1	3	32
Students retained two or more times	0	0	0	2	2	1	1	4	2	12

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	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	5	3	0	1	0	17
Course failure in Math	0	0	0	10	3	3	0	1	0	17
Level 1 on statewide ELA assessment	0	0	0	30	33	31	21	16	19	150
Level 1 on statewide Math assessment	0	0	0	37	36	34	16	14	14	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	37	36	34	21	16	19	163

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	14	0	3	0	1	0	18
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	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	5	3	0	1	0	17
Course failure in Math	0	0	0	10	3	3	0	1	0	17
Level 1 on statewide ELA assessment	0	0	0	30	33	31	21	16	19	150
Level 1 on statewide Math assessment	0	0	0	37	36	34	16	14	14	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	37	36	34	21	16	19	163

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	14	0	3	0	1	0	18
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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	28	34	57	52	50	61
ELA Learning Gains	37	43	55	61	52	59
ELA Lowest 25th Percentile	31	41	46	63	55	54
Math Achievement*	35	34	55	69	57	62
Math Learning Gains	39	43	60	67	52	59
Math Lowest 25th Percentile	45	46	56	60	46	52
Science Achievement*	35	28	51	51	47	56
Social Studies Achievement*	46	62	72	83	72	78
Middle School Acceleration	55			62		
Graduation Rate						
College and Career Acceleration						
ELP Progress	60			55		

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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	98

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	33	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	42			
MUL				
PAC				
WHT	49			
FRL	38	Yes	1	

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)

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	28	37	31	35	39	45	35	46	55			60
SWD	21	32	30	26	41	47	33					
ELL	18	40		41	24		42					60
AMI												
ASN												
BLK	27	35	31	29	37	38	26	45	40			
HSP	30	38		46	40		55					
MUL												
PAC												

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
WHT	39	45		58	53							
FRL	27	36	32	35	38	44	35	42	57			

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	38	39	29	47	34	34	32	75	52			30
SWD	27	28	17	33	33	27	10	42				
ELL	38	44		67	50		45					30
AMI												
ASN												
BLK	36	38	31	42	30	33	28	70	44			
HSP	37	39		57	37		45					
MUL												
PAC												
WHT	41	40		75	64							
FRL	37	40	28	47	34	35	32	73	54			30

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	52	61	63	69	67	60	51	83	62			55
SWD	30	52	52	43	52	39	29	80	25			
ELL	32	33		79	73							55
AMI												
ASN												
BLK	48	60	62	63	62	55	47	82	62			
HSP	54	53		84	81		53					55
MUL												
PAC												
WHT	81	86		90	86							
FRL	49	60	63	68	64	55	46	80	62			50

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
05	2023 - Spring	34%	24%	10%	54%	-20%
07	2023 - Spring	32%	28%	4%	47%	-15%
08	2023 - Spring	33%	33%	0%	47%	-14%
04	2023 - Spring	28%	26%	2%	58%	-30%
06	2023 - Spring	25%	25%	0%	47%	-22%
03	2023 - Spring	27%	31%	-4%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	35%	9%	54%	-10%
07	2023 - Spring	50%	38%	12%	48%	2%
03	2023 - Spring	22%	45%	-23%	59%	-37%
04	2023 - Spring	33%	24%	9%	61%	-28%
08	2023 - Spring	55%	38%	17%	55%	0%
05	2023 - Spring	47%	24%	23%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	5%	-2%	44%	-41%
05	2023 - Spring	23%	15%	8%	51%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	25%	46%	50%	21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 – Spring	53%	44%	9%	63%	-10%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 – Spring	30%	37%	-7%	66%	-36%

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.

Havana Magnet School performance on state assessments has declined since 2018. In 2018 HMS had exceeded the state's average in some areas, however since then there are areas of improvement. Student achievement in ELA declined 2018 (45%), 2019 (52%), to 2021 (38%), math declined overall 2018 (69%), 2019 (69%), to 2021 (47%). After carefully analyzing the data, we noticed some trends. Our students performed better in Math than reading. Third and fourth grade proficiency were significantly low and on iReady subtest (2022-2023) (PM1) shows that students struggle in vocabulary (3rd grade 60% below grade level, 4th grade 42% below grade level) and reading informational passages (3rd grade 68% below grade level, 4th grade 56% below grade level). 2022-2023 FAST (PM3) 73% of 3rd grade, 72% of 4th grade, 68% of 5th grade, 78% of 6th grade, 63% of 7th grade and 61% of 8th grade students scored below proficiency in ELA.

Attendance is a trend that affects all grade levels, and subgroups. Poor attendance affects student achievement in the areas of reading and mathematics as well as students' social emotional skills that are needed to cope in school. According to the data from 2021-2022, HMS had 13655 occurrences of unexcused absences.

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

What data components, based off progress monitoring and 2023 state assessments, demonstrate the greatest decline?

2020-2021, 75% of students scored proficiency in Social Studies; 2021-2022 46% of students scored proficiency in Social Studies; 2022-2023, 30% of students scored proficiency in Social Studies. Based on this data students lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played
a major role in the students lack of performance in the area of Social Studies.

HMS state assessment data demonstrates a need of emphasis to be placed on the constant disaggregation of data for the following subgroups: ELL population, Black and African American, Economically Disadvantaged, and Students with Disabilities.

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

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

The data components shows that HMS's improvement most in Algebra EOC. The amount of time allotted direct instruction was a contributing factor. Students also utilized the Delta Math online platform to support classroom instruction. Student achievement for Algebra 1 was 71% for 2023.
What were the contributing factors to this improvement?

1. Regular Data Chats
2. Use of spiral review
3. Exit Tickets
4. Teacher retention
5. Collaborative planning in content area
6. Tracking Data/Data Analysis
7. Targeted Instruction
8. Using data to drive instruction allowed for adjustments to meet students

Experienced teachers and effective collaboration and planning at PLCs contributed to success in this area. At PLCs experienced teachers shared best practices and data analysis was done to improve student learning. Most importantly, additional tutorial and push in support where addition teachers provided small group instruction to struggling students.The small group instruction that was provided was also targeted. To better target students' the classroom teachers and the addition support teachers planned to better target students' strengths and weaknesses while focusing on the content that they must know for the grade- level assessments.

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

According to the EWS data from Part I:
Potential areas of concerns are attendance and students in grades 3rd through 8th scoring below proficiency in ELA.

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

Ensuring sustainability at HMS is the key to our schools overall improvement. Continuing to develop teachers' skills in the content areas will increase their knowledge base. Professional Development will be provided based on areas of need. In addition, students will be provided multiple opportunities for remediation and/or purposes where needed. Additionally, target instruction will be provided via small groups and intervention. We plan to implement tools to help sustain improvement. Which include process control boards, performance boards, standard work, and improvement huddles. Process control and performance boards are methods to communicate improvement results to staff and leadership. Standard work is a written or visual outline of current best practices for a task and provides a framework to ensure that changes that have improved patient care and are consistently and reliably applied to every patient encounter. Improvement huddles are short, regular meeting and among staff to anticipate

problems, review performance, and support a culture of improvement.

Our agenda:
(1) Review monthly or quarterly performance (1-2 minutes).
(2) Review daily or weekly performance (1-2 minutes).
(3) Review current quality improvement projects and Plan-Do-Study-Act (PDSA) cycles (1-2 minutes).
(4) Discuss reasons for high or low performance (2 minutes).
(5) Brainstorm change ideas to sustain high performance or address low performance (2 minutes).
(6) Assign responsibility for the new improvement projects, including the senior leadership support needed to remove barriers (1-2 minutes).

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.

Our first area of focus is to provide rigorous based instruction for all students with an emphasis on literacy skills. This focus area addresses the division priority of ensuring college and career readiness. We believe that an emphasis on literacy skills will help all of our students be successful with rigorous standards based instruction.

FAST 2023 ELA Reading proficiency by grade levels are as follows:
Grade 3 - 27%, Grade 4 - 29%, Grade 5 - 34%, Grade 6 - 25%, Grade 7 - 33%, Grade 8 - 33%

FAST 2023 Mathematics proficiency by grade levels are as follows:
Grade 3 - 22%, Grade 4 - 33%, Grade 5 - 47%, Grade 6 - 43%, Grade 7 - 50%, Grade 8 - 54%

Classroom walkthrough data, and a lack of structures in professional learning communities/common planning point to the necessity for in-depth planning that concentrates on aligning education to benchmarks and clearly preparing the delivery methods of the benchmark aligned instruction. Comprehensive preparation will involve coaching at the school level from administrators and school coaches. This will guarantee that standards are taught at the degree of rigor required for each grade level and that instruction is tailored to ensure that all students achieve more.

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

Our goal is to attain 41% proficiency for ELA, Mathematics, Science, and Civics overall achievement as well as maintain or increase our achievement score in Algebra 1 by 5%.
By June 2024, 41% or above of the student body will be proficient in ELA and Math which will be shown on the state FAST, EOC Civics, EOC Biology, SSA Science, iReady Math, iReady Reading, and Star 360.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At HMS we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans,
Data Analysis during PLCs
Classroom walks
Student work samples/portfolio/binder reviews
Student attendance
Data Chats with teachers, students, and parents
Formal Observations
Monitoring of SEL needs through the SBT/BHP process
The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, District Math and Reading Specialist, Education Transformation Team and Coaches.
Adaptive technology usage and proficiency reports monitored by teachers, coaches, and administration

Progress Monitoring, consistent Administrative Walk-throughs with feedback, and lesson plans feedback.

Person responsible for monitoring outcome:

[no one identified]

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.)

The Admin teams' plan is to build capacity of content teachers in identifying at risk students, using acceleration strategies and progress monitoring. It includes the rationale/definitions, exploring strategies, applications, peer observation and progress monitoring. In addition, we will continue to use a variety of close reading and writing strategies in all our classrooms. The strategies deepening understanding on grade level Reading Benchmarks of B.E.S.T. Teachers will be trained in the importance of reading the text at least two times for comprehension, details, analysis, and the purpose of the text. During weekly after school faculty meeting a topic of close reading and writing will be addressed. 1)The topics include: Choosing text that will challenge students, read the entire text for meaning, chunking text, text dependent questioning, rereading text, discussing text and writing about the text. 2)After each session there will be an activity that is assigned for each grade group to complete. 3) After the grade group completes the activity, the grade group will apply close reading strategies during lesson studies. 4) Teachers will teach using close reading strategies. 5) Close reading strategies will be observed when reading comprehension is being instructed. 6) Feedback will be provided using the FCRR Walkthrough tool. 7) PLC topics will include deeper dives as needed into close reading strategies. 8) Close reading will be a focus of Literacy Leadership Team meetings. 9) Close reading will be observed during content area classes and all teachers will attend close reading workshops, complete follow-up activities, and apply strategies before, during,
and after planning. Professional Learning Communities: collaborative planning and PLCs to engage in strategic, focused professional development, data analysis to strengthen standards-based instruction. Instructional coaching: model, and support providing job-embedded professional development. Tiered Support and response to Interventions: early identification and support of students with learning and behavior needs, providing interventions at increasing levels of intensity to accelerate their rate of learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in literacy skills using data from assessments, writing prompts, and iReady. In addition, evidence of teacher implementation of literacy strategies and differentiated instruction will be collected using their lesson plans and classroom walk-throughs. Focused PLC -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it. Adaptive technology allows students to learn at their level, filling in gaps, hitting standards, and enriching. With an ELL population of , we realize that students need scaffolds in all content utilizing ELL strategies. Instructional coaches will use student
centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data. The master schedule allows for grade level tiered support with an SBT/RtI Resource
Teacher. This will be implemented schoolwide.

Based on the reading proficiency across grade levels the impact is a part of what affect the proficiency levels in other areas. Reading is a skill that is needed in all content areas. The development of the reading content and staff/faculty B.E.S.T. benchmarks understanding, and instructional application will improve instruction delivery. This will serve to cross-pollinate the other content areas thus increasing engagement and understanding.

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?

No

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.

The action steps for Instructional Practice specifically related to Standards will include initial training, standards application to curriculum training, aligned standard to lessons and lesson planning implementation. The person(s) responsible will be the HMS leadership team (Marzano observations tool : iObsersation to monitor) Continue to increase staff knowledge and understanding of effective instructional strategies for building students' literacy skills including evidence-based writing vocabulary instruction through professional development and Professional Learning Community discussions. Provide follow up support to teachers through observations and coaching.

Person Responsible: Thelma Hickman (hickmant@gcpsmail.com)

By When: Weekly, monthly and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2024

Implement Leverage Leadership 2.0 Observation and Feedback practices and action steps to improve benchmark aligned instruction.
Implement HMS Eagle University to assist new and beginning teachers to navigate the certification process and to help them to implement best practices
Provide Leadership Training prior to teachers returning to learn the core principles of effective leadership to support and implement strategies that result in quality benchmark aligned instruction.
Understand what success looks like on the ground in order to implement strategies that result in quality benchmark aligned instruction
Practice the seven levers of leadership that allow transformational growth to support and implement strategies that result in quality benchmark aligned instruction
Adopt the tools and techniques that facilitate a schoolwide transformation to support and implement strategies that result in quality benchmark aligned instruction

Person Responsible: Thelma Hickman (hickmant@gcpsmail.com)

By When: The monitoring process will consist of a weekly, monthly and quarterly check-in to encapsulate data after review to modify and improve process, procedures and instruction by June 2024.

#2. Positive Culture and Environment specifically relating to Other

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.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address school needs. Based on the 2021-2022 school year FSA Data, HMS received a school of a D. The
impact of this grade reflects in a 25% decrease in teacher retention and a 20% enrollment decline.
Positive school cultures feel energetic and upbeat. They include teachers and students who work well together, strive to achieve common goals, and share strong community bonds. Our faculty, staff, and students are in constant need of positive reinforcement to ensure student learning, teacher/staff retention, and team building.

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

By the end of this year, teacher and staff ratings in the areas of school climate and school leadership measured through survey data will increase by at least 5%. We will also:
1. Create meaningful parent involvement.
By the end of the 2022-2023 school year, on a parent survey 80% of the parents at HMS will rank the school culture at satisfactory or above on school climate.
• Eagle Café Lunch with Principal—students of the month with eat lunch with the principal. Teachers in grades K-1 will submit one student's name for student of the month. Teachers in grades 6-8 will submit one name per class (e.g. 1 student per 6th grade section) for student of the month. Students' names and photos will be
submitted to the local newspaper for recognition.
• Teachers and students will be recognized for their birthday during the morning announcements.
By the end of the 2022-2023 school year, on a teacher and/or student survey, 80% of
students and parents at HMS will rank the school culture at satisfactory or above on
school climate.
3. Establish and enforce school rules that build value and a positive school environment.
By the end of the 2022-2023 school year, there will be a 25% decrease in suspensions and discipline referrals in grades 3-6 as a result of implementation of a Positive Behavioral System.

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

-Classroom Walk-through data
-Evaluative instructional and leadership practice observational data
-Qualitative data from students, staff and families
We will be using frequent progress monitoring of our students' attendance, discipline and academic data on students to address this area of focus. In addition, we will be using iObservation data to ensure that the professional development provided is being implemented in the classroom.

Person responsible for monitoring outcome:

Thelma Hickman (hickmant@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.)

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum,

intentionally integrating aligned instructional strategies, and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of acion according to data, student needs, staff needs, and family needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Build a school culture which values social emotional learning with a focus on:
1. Creating classroom routines that provide opportunities to practice recognizing and regulating emotion as well as a community that supports, honors, and explores the cultural assets, contributions, backgrounds, and needs of everyone.
2. Using evidence-based instructional strategies that utilize SEL competencies to support standards-based-learning and planning culturally responsive lessons and materials that meet student's diverse needs and interests.
In order to achievel large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilties of everyone in the
school. Through a distributive leadership model, our school will strengthen the implementation of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.
Addressing our students' social/emotional needs continues to be a school and district goal for the 202-2023 school year. Professional development staff survey identified areas for growth. We have selected ongoing professional development as an evidence-based strategy because we recognize the need to continue building our faculty's expertise in social emotional learning. Given the current situation of our nation, we believe that attention to students' social emotional needs is even more critical now. However, since this situation
is unprecedented, we know that teachers are facing unique situations; and therefore, ongoing training is an important strategy to address our students' and community's changing needs

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?

No

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.

Implement a school-wide SEL curriculum:
-Ensure a school team receives training on implementation of a school-wide SEL curriculum.
-Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum.
Establish a system of progress monitoring using academic, attendance and discipline data to identify students who need social-emotional support.

Person Responsible: Thelma Hickman (hickmant@gcpsmail.com)

By When: By June 1, 2024

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

When looking at subgroup data, SWD 41% below the Fed Index, ELL 40% below the Fed index, Black 35% below the Fed Index and Hispanic 38% below the Fed Index in ELA and SWD 4% below the Fed Index, Black 37% below the Fed Index, Hispanic 40% below Fed Index in math for 2022-2023. it is evident that we must take a closer look at core instruction in all content areas. Data from the state standardized tests and progress monitoring data from 2022/2023 indicates our SWD, ELL, Black, and Hispanic subgroups continue to
perform significantly below our general education population in terms of proficiency and
learning growth.

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

As we continue to look at all aspects of the achievement gap at HMS, our goal is to increase the lowest proficiency of ELL'S, SWD's, ELL, Black, and Hispanic subgroups by 5% as measured by our state standardized assessment (F.A.S.T).

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

Monitoring will occur through classroom walkthrough trend data, evaluative instructional
and leadership practice observational data, iReady diagnostics, iReady Growth, STAR, and F.A.S.T PM1 and PM2. Monitoring assessments and common assessments.

Person responsible for monitoring outcome:
Deborah Shaffer (shafferd@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.)

The strategy for improvement will be two-fold. 1. Teachers will be supported in all phases of the planning process by school leadership. 2. Within the planning process, school leadership will guide teachers to effectively embed cooperative learning structure that support student engagement. These components combine to support all subgroups (ELL, SWD, Black, and Hispanic).

Both ESE and General Education teachers use small group and whole group instruction
with students as they learn ELA Standards, strategically selecting text dependent
questions, examples and non-examples as well as language to facilitate student learning,
anticipate common misconceptions, focus on essential concepts and eliminate
distractions. Teachers (General Ed/ESE Resource) will model and scaffold steps or processes needed to demonstrate mastery.

We will use Multi-Tiered Support System(MTSS) and other interventions
including tutoring and push-in support in targeted classrooms
of standards, apply skills and complete tasks associated with the standards with
increased confidence and competency. Further, the Second Step curriculum will be
implemented by ESE teachers in order to identify and provide targeted support specific
skills deficiencies among students with disabilities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Cooperative learning strategies such as Kagan structures, provide positive outcomes for students including achievement, improved social skills, and relations and improved classroom climate
Based on the SWD Student FAST PM1 and PM2, iReady, and Common Assessment Data from 2021-2022
through 2022-2023, it was decided to continue with implementation of the Second Step curriculum with our SWD subgroup in order to focus on specific strands and skills with which ESE Students have struggled.
The Multi- Tiered Support System allows us to provide differentiated support for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all their classes.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Services will be tracked for students to ensure goals are being addressed and monitored
Implement Second Step Curriculum with Students with Disabilities. Our administration team will work with the MTSS Coordinator and Instructional Coach to increase staff knowledge and understanding of various cultures and experiences of students and families of diverse cultural backgrounds, with an emphasis on our targeted subgroups, so teachers are aware of and can address implicit biases. In addition, our instructional coach align with our MTSS Coordinator will provide appropriate professional development to help teachers understand the most effective strategies to use for
targeted students.

Person Responsible: Deborah Shaffer (shafferd@gcpsmail.com)

By When: June, 2024.

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).

All decisions made about the allocations of funds will be based on school data in ELA, Math, Social Studies, and Science. Our attendance and behavioral data will be the focal point for SEL, Primetime, and Character Development. We have included twenty minutes a day for our middle school students, and K-5 will use Social Studies ies to ensure all student need are addressed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Grades K-2 will utilize the Core Reading Program/ HMH to provide explicit systematic instruction in the six components of reading with scaffolded instructional, corrective feedback and time for independent practice for Tier I instruction. HMH meets the state approved guidelines for the Science of Reading for a core reading program. A designated 120 minute reading block is part of the master schedule. Whole group and small group instuction based on student needs is part of the expectations for effective instruction in reading. Tier I and Tier II instruction is provided within the 120 minute reading block as specified in the CERP approved reading plan. 1)Phonological awareness and phonics are essential components of early reading and is taught and connected to text and writing. 2) Explicitly teaching Sound/Spelling patterns used for encoding and contected to text.)Instruction will progress to fluency with instrution and practice so students can read and re-read orally from connected text - sentences, paragraphs, to build automaticity and expression keeping understanding the meaning of the text as the central goal. 3-4) High quality language-rich interactions in oral language and vocabulary will be evident by the use of read-alouds, academic and inferential language. 5) Instruction in comprehension in grades K-2 will be taught (even before students' can read on their own) by exposing thinking about the text through read-alouds and scaffolded reading. Deliberate metacognitive leveled questioning and discussion will be used as a model to build backgroup information, connect to self, and apply to real world problems. Tier II instruction will be used to reinforce core instruction as an enrichment as well as intervention. Data from weekly exams, state and district progress monitoring assessments and teacher observations will be used to form small group instruction. FCRR center activities will be used during Tier II instruction.

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

Grades 3-5 will utilize the Core Reading Program/ HMH to provide explicit systematic instruction in the six components of reading with scaffolded instructional, corrective feedback and time for independent practice for Tier I instruction. HMH meets the state approved guidelines for the Science of Reading for a core reading program. A designated 90 minute reading block is part of the master schedule. Whole group and small group instruction based on student needs is part of the expectations for effective instruction in reading. Tier I and Tier II instruction is provided within the 90 minute reading block as specified in the CERP approved reading plan. 1)Phonological awareness and phonics are essential components of early reading and is taught and connecting sounds to text and writing. 2) Explicitly teaching Sound/Spelling patterns used for encoding and contected to text. (Breaking words into

syllables, and students' scoring red on phonics on iReady) 3)Instruction will progress to fluency with instruction and practice so students can read and re-read orally from connected text - sentences, paragraphs, to build automaticity and expression keeping understanding the meaning of the text as the central goal. 4-5) High quality language-rich interactions in oral language and vocabulary will be evident by the use of read-alouds, academic and inferential language. 6) Instruction in comprehension in grades K-2 will be taught (even before students' can read on their own) by exposing thinking about the text through read-alouds and scaffolded reading. Deliberate metacognitive leveled questioning and discussion will be used as a model to build backgroup information, connect to self, and apply to real world problems. Close reading strategies will be a focus for reading comprehension. Tier II instruction will be used to reinforce core instruction as an enrichment as well as intervention. Data from weekly exams, state and district progress monitoring assessments

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 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 Measurable Outcomes

Based on the past two years of data 40 % of each grade K-2 students will score at or above 40 PR on FAST STAR Reading.

Grades 3-5 Measurable Outcomes

35 % of each grade 3-5 students will score a level 3-5 on the Reading FAST/FSA equivalence.

Monitoring

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 impact student achievement outcomes.

Houghton Mifflin Harcourt is the State Adopted Core Reading program that is alighned to B.E.S.T. standards. The Core reading program will be used for the basis of reading instruction. 1) Lesson Studies and demo lessons will be conducted for consistancy of instruction. 2) To ensure that the core reading program is taught with fidelity, (as planned during lesson studies) weekly reading walk-throughs will be conducted using the state approved FCRR Reading Walk-Through tool. 3) During monthly PLC's student gains and trends from Reading Walk-Through's will be analyzed and professional development will be provided using guidelines from the Just Read, Florida! Coaching Endorsement Model.
State Region Literacy Director will be providing guidance during their school visits.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McGriff, Tammy, mcgrifft@gcpsmail.com

Evidence-based Practices/Programs

Description:
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. §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?

Tier 1 Houghton Mifflin Harcourt (HMH) is a state approved Core Reading Program and meets the criteria
for the state for evidence-based instruction. Alighed to B.E.S.T. standards.
Tier 2 HMH/FCRR Center Activieties (Approved in the CERP). Alighned to B.E.S.T. standards.
Tier 3 PALS/Corrective Reading. Meets ESSA and Florida evidence based instructional programs and practices.
Close reading is a focus strategy. Close reading meets evidence based strategies for comprehension with
strong research to support the instructional practice

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

HMH meets requirements for Core and Tier II Instruction and is aligned to the B.E.S.T. standards.
FCRR Center Activies were approved in the CERP by Just Read, Florida!
PALS and Corrective Reading meet Strong ESSA finding on What Works Clearinghouse.

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
1)A Leadership Team has been established that serves as the Literacy Leadership Team for the school. The Literacy Leadership Team meets monthly with the District Reading Specialist to create focus areas of Lesson Studies and topics for PLC's. Sign in sheets will be collected from meetings. Agenda will be created. Meeting notes will be collected. Close reading will be a focus for the year. 2)The Instructional Coach is Reading Endorsed and serves as the Reading Coach for the school. 3)A District/School Assessment Calendar will be created to meet state guidelines for F.A.S.T. 4)Based on Walk-Through Data and Progess Monitoring PLC topics will be created and published. 5)SRLD will provide monthly professional development based on school need. 6)Leadership team will attend the Universal Webex's provided by the SRLD.	McGriff, Tammy, mcgrifft@gcpsmail.com

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.

To disseminate the SIP (School Improvement Plan), UniSIG (Unified School Improvement Grant) budget, and SWP (Schoolwide Plan) to various stakeholders, including students, families, school staff, leadership, and local businesses and organizations, a comprehensive and inclusive communication plan can be implemented. HMS is implementing the following:
1. Public Meetings**: Organize public meetings where the school leadership presents the SIP and budget details in a clear and concise manner, allowing stakeholders to ask questions and provide feedback.
2. School Website**: Publish the SIP, budget, and SWP on the school's website in a parent-friendly language, using clear and simple explanations to enhance understanding.
3. Parent Newsletters**: Distribute newsletters to parents that include summaries of the SIP, UniSIG budget, and SWP, highlighting key goals and initiatives in accessible language.
4. Multilingual Materials**: Translate important documents into languages commonly spoken by families within the school community to ensure inclusivity and effective communication.9. **Community Partnerships**: Collaborate with local businesses and organizations to create awareness about the school improvement initiatives, seeking their support and involvement.

5. Social Media**: Utilize social media platforms to share updates and progress on the SIP, UniSIG budget, and SWP to reach a broader audience.
6. Parent Workshops**: Organize workshops or webinars specifically designed to explain the SIP and budget in a language parents can easily understand, encouraging active participation and feedback.
6. Physical Displays**: Create visual displays at the school showcasing the key components of the SIP and UniSIG budget for easy access and understanding.

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))

To build positive relationships with parents, families, and community stakeholders, the school will employ various strategies. One strategy is to have open communication channels which include monthly newsletters, mandatory parent-teacher conferences at least twice during the school term, and quarterly and Parent Expo meetings. Additionally, HMS plans to organize community events involving parents in the school events and seeking their input on decision-making which will foster a strong partnership.

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))

To strengthen their academic programs, increase learning time, and offer an enriched and accelerated curriculum, HMS plans include the following:

1. We will work to develop a robust and relevant curriculum that aligns with the B.E.S.T. Educational Standards, integrates research-based teaching methods to incorporate real-world applications to engage students effectively.
2. Teachers and staff will participate in ongoing professional development to enhance our teaching skills, learn about innovative instructional techniques, and stay updated with the latest educational research and practices.
3. HMS wants to offer extracurricular activities, clubs, and programs that cater to diverse student interests, allowing them to explore new subjects and talents outside of the regular curriculum.
4. HMS will provide students with additional learning opportunities and academic support via our after school EduCare and EIR Academy.
5. Collaboration with Parents and Community: Schools may engage parents and the local community to support student learning outside of the classroom, promoting a holistic educational experience.

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))

HMS plans to align with programs such as Hope Harvest of the Big Bend.. This collaborative approach aims to create a cohesive and effective framework for addressing various needs and challenges in the community.

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))

Like physical health, positive mental health promotes success in life. Mental Health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, At HMS, we have developed with our Social Worker a monthly calendar of events to support mental health. Our goal is to enhance Mental Health Literacy and reduce stigma and other barriers to access, implement a continuum of evidence-based prevention practices, and establish an litegrated framework of educational, social, emotional, and behavioral-health support for all.

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))

Being college and career- ready can support students for a lifetime. Being prepared for postsecondary education or training that can result in better job opportunities for our scholars. As a result,
At HMS, we host Career Day During Career day we invite a vast nuber of stakeholders to speak with students. . We also have a dedicated day for our scholars to "dress" as their career of choice.

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).

During the 23-24 school year, HMS will implement PBIS strategies to prevent behavior issues.

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))

At HMS, we will host weekly PLC's to address teaching and learning to ensure success.
We will also implement monthly Professional Learning days for all staff.
We have also developed literacy leadership teams for Reading and Math.

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))

Pre- K transition meetings
Pre- K orientation
Home Visits
Step Up to Kindergarten Days at school level

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				$203,772.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0091 - Havana Magnet School	UniSIG		$10,000.00
			Notes: "Support benchmark-based instruction through instructional planning with the administration, BSI, and district instructional specialists. Planning will occur one hour a day, 3 days a week, 4 weeks per month, for 10 months. Planning will take place before or after the contract work day. 15 participants x 1 hour x 4 WEEKS X 10 months X 35 =$21,000			
	6400	240	0091 - Havana Magnet School	UniSIG		$120.00
			Notes: Worker's Compensation (Planning X .012)			
	5100	510	0091 - Havana Magnet School	UniSIG		$2,360.23
			Notes: Office and instructional supplies to support instruction (duplicating paper, printer cartridges, paper clips, markers, binders, materials for wet labs)			
	5100	520	0091 - Havana Magnet School	UniSIG		$8,475.00
			Notes: Everglades Math books (3rd -8th grades), supplemental math books to support Tier 2 and Tier 3 intervention time 500 books x $16.95/book			
	6400	330	0091 - Havana Magnet School	UniSIG		$3,975.00
			Notes: Model Schools Conference Jun 25th - 28th ($795 x 5 participants)			
	6400	330	0091 - Havana Magnet School	UniSIG		$5,270.00
			Notes: Travel. Model School Conference Travel $356 (car rental and per diem) + Hotel accommodations: $200/night x 3 nights x 5 participants=$9000 + Meals: $36/day x 3 days x 5 participants=$1,620			
	6400	510	0091 - Havana Magnet School	UniSIG		$2,250.00
			Notes: Teach Up! 60 copies Subtotal Before Tax $2,099.40 Estimated Shipping $60.40"			
	5100	120	0091 - Havana Magnet School	UniSIG	2.0	$42,000.00
			Notes: Interventionists to provide for support for students with deficiencies in core subject areas (2 employees x $21,000- Part time)			
	5100	210	0091 - Havana Magnet School	UniSIG		$5,002.20
			Notes: Retirement for interventionists(Planning X .1191)			
	5100	220	0091 - Havana Magnet School	UniSIG		$3,213.00
			Notes: FICA for interventionists (Planning X .0765)			
	5100	230	0091 - Havana Magnet School	UniSIG		$11,400.00
			Notes: Group insurance ($5,700 x 2)			

	5100	240		0091 - Havana Magnet School	UniSIG		$504.00
				Notes: Worker's Compensation (Planning X .012)			
	5100	330		0091 - Havana Magnet School	UniSIG		$5,000.00
				Notes: Entry fees for up to 5 field trips (Up to 5 trips x $1375/trip) to expose students to experiences outside of the classroom (MagLab, Marianna Caverns, productions on local university campus, farms)			
	7800	160		0091 - Havana Magnet School	UniSIG		$8,000.00
				Notes: Field Trip Transportation to include a stipend for for drivers for end of the year field trip using charter bus			
	6400	120		0091 - Havana Magnet School	UniSIG		$10,000.00
				Notes: Stipends for monthly Professional Development for Teachers after school 9 hours x $35/hour x 45 teachers			
	6400	210		0091 - Havana Magnet School	UniSIG		$1,688.24
				Notes: Retirement ($14,175 X .1191)			
	6400	220		0091 - Havana Magnet School	UniSIG		$1,084.39
				Notes: FICA ($14,175 X .0765)			
	6400	210		0091 - Havana Magnet School	UniSIG		$1,500.00
				Notes: Retirement for math specialists ($5500 x 10%/4 = $1375)			
	6400	220		0091 - Havana Magnet School	UniSIG		$1,147.50
				Notes: FICA for math specialist ($4207.50 x 7.65%/4 = $1052			
	6400	230		0091 - Havana Magnet School	UniSIG		$1,250.00
				Notes: Group Insurance ($5000/4 = $1250)			
	6400	240		0091 - Havana Magnet School	UniSIG		$217.50
				Notes: Workers Comp ($55,000 x 1.45%/4 = $199)			
				0091 - Havana Magnet School			$8,316.00
				Notes: Topscore- this will be the writing curriculum we will use to prepare for			
	5100	510		0091 - Havana Magnet School	UniSIG		$19,000.00
				Notes: Measuring Up! resource for ELA and Math- grades 3 - 8 (15 sets x $331.95)			
	5100	360		0091 - Havana Magnet School	UniSIG		$7,100.00
				Notes: Licenses for Nearpod access. Resource allows teachers to make instruction interactive, provides access to online resources and assessments (750 students + 2 virtual trainings)			

			Budget Focus	Funding Source	FTE	2023-24
			0091 - Havana Magnet School	UniSIG		$7,999.44
			Notes: Supplemental, manipulative-based resource, Hand2Mind, aligned with the B.E.S.T. Standards and the science of reading			
	6400	130	0091 - Havana Magnet School	UniSIG	0.25	$15,000.00
			Notes: Salary. Math specialist to support teachers and students B.E.S.T. Math Standards implementation through onsite and virtual support, modeling, coaching, data analysis ($60,000/year divided by 4 schools = $15,000)			
	5100	120	0091 - Havana Magnet School	UniSIG		$10,500.00
			Notes: Salaries. Provide before, after and summer instruction to accelerate learning (instruction based on the science of reading and math) to reduce/eliminate reading deficiency at the primary level (3 teachers x $35/hour x 2 hours/day x 50 days = $10,500)			
	5100	210	0091 - Havana Magnet School	UniSIG		$803.25
			Notes: Retirement of Beyond The School Day activities ($10,500 x 7.65%)			
	5100	510	0091 - Havana Magnet School	UniSIG		$1,596.75
			Notes: Instructional materials and supplies for Beyond the School Day activities (paper, pencils, markers, pens, highlighters, manipulatives for hands-on instruction in math, ELA and science)			
	5100	330	0091 - Havana Magnet School	UniSIG		$9,000.00
			Notes: Transportation for end of the year field trips used as culminating activities to curricular units of study for middle school students, ex. college tour, other state-approved location (3 charter buses x $3,000/bus)			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$25,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0091 - Havana Magnet School	UniSIG		$7,500.00
			Notes: Materials and supplies to promote positive culture and environment for teacher and student needs and school climate and culture.			
	6300	311	0091 - Havana Magnet School	UniSIG		$15,000.00
			Notes: Contracted services. Individual trained in Restorative Practices to support students exhibiting behaviors that create barriers to learning for themselves and others.			
	6400	150	0091 - Havana Magnet School	UniSIG		$2,500.00
			Notes: Stipend for staff members to participate in cultural sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training). (At least 6 staff members x20 hours x $25/hour)			
3	**III.B.**	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$14,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	150	0091 - Havana Magnet School	UniSIG		$2,500.00
			Notes: Stipend for staff members to participate in sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training; professional development aligned with the implementation of approved curricular resources) (At least 5 staff members x 20 hours x $25/hour = $2,500)			

	6400	510	0091 - Havana Magnet School	UniSIG		$2,900.00
			Notes: Materials and supplies to support professional learning activities aligned with sensitivity training, core curricular resource training (pens, markers, posters, chart paper, paper, consumable supplies)			
	5100	510	0091 - Havana Magnet School	UniSIG		$3,000.00
			Notes: HMS will implement P.R.I.M.E. (Purposeful Remediation Intervention Mentor and/ or Enrichment) time for all middle school students. The Master Schedule scheduled 20-minutes per day for Students to participate in character education three days a week and AR twice a week. Funds will be used to purchase AR books as aligned and listed in the BEST Standards for ELA.			
	6400	120	0091 - Havana Magnet School	UniSIG		$5,600.00
			Notes: Stipend for staff members to participate in sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training; professional development aligned with the implementation of approved curricular resources) (At least 8 staff members x 20 hours x $35/hour = $5,600)			
					Total:	**$242,772.50**

Budget Approval

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

Yes

Gadsden County Schools

West Gadsden Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

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.

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

Provide the school's vision statement.

The vision of West Gadsden Middle School is to cultivate a Winning, Growing, Mindset for Success through a rich academic environment with rigorous and focused instruction.

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
Davis, Allysun	Principal	Meets with Leadership team on a monthly basis to discuss academic, discipline and attendance issues. The principal ensures that all staff comply with state, district and school standards. The members of the administrative team also perform weekly walk-through's and provide immediate feedback for a plan of action.
Cummings, Kimberly	Assistant Principal	Supervises the academic program under the direction of the Principal. Works with and coordinates the efforts of the academic Department Chairs and Leadership team to monitor and facilitate the academic progress of all students. Assist in the overall administration of the instructional program and campus level operations, monitors student attendance and prepares reports and supervises the function of the school building.
Williams, Shannon	Assistant Principal	Supports the Principal by meeting with the leadership team on a bi-weekly basis to discuss academic, discipline and attendance issues. The Assistant Principal will ensure that all staff are complying with state, district and school standards. Walk-through's will be conducted and immediate feedback will be provided. The Assistant Principal will meet weekly with instructional staff to ensure adequate progress monitoring is taking place to move students towards increased student achievement for grades 4-5.

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.

West Gadsden has established regular and transparent channels of communication, such as flyers, emails, meetings, surveys, or social media, to share information, updates, feedback, and recognition. The stakeholders for West Gadsden include our students, families and guardians; teachers; administrators; custodians; secretaries; other school staff; business owners; religious leaders; social service providers; law enforcement officers; and neighbors. We are building trust and collaboration to communicate clearly and consistently with your stakeholder groups.

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 Leadership Team will meet bi-weekly to monitor the progress of the SIP goals. We will meet weekly with Instructional staff to discuss Progress Monitoring. We will make necessary changes to work towards increasing student achievement.
The data used will be PMI, PMII, STAR and IReady.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Native American Students (AMI) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: D

	2018-19: D
	2017-18: D
School Improvement Rating History	
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	20	13	26	32	25	116
One or more suspensions	0	0	0	0	7	11	25	25	34	102
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	7	11	25	25	25	93

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	0	0	

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
Absent 10% or more days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

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

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

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	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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	29	34	57	28	50	61
ELA Learning Gains	49	43	55	39	52	59
ELA Lowest 25th Percentile	47	41	46	41	55	54
Math Achievement*	32	34	55	35	57	62
Math Learning Gains	46	43	60	39	52	59
Math Lowest 25th Percentile	50	46	56	34	46	52
Science Achievement*	29	28	51	26	47	56
Social Studies Achievement*	58	62	72	46	72	78
Middle School Acceleration	75			68		
Graduation Rate						
College and Career Acceleration						
ELP Progress	59			56		

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)	TSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	27	Yes	3	3
ELL	54			
AMI	55			
ASN				
BLK	35	Yes	3	
HSP	56			
MUL				
PAC				
WHT	37	Yes	1	
FRL	47			

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)

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	29	49	47	32	46	50	29	58	75			59
SWD	5	37	50	5	30	50	10	29				

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
ELL	37	61	56	51	58	50	41	75				59
AMI	33	54		29	77			80				
ASN												
BLK	19	36	35	20	37	44	18	40	70			
HSP	41	65	61	50	54	61	40	73				60
MUL												
PAC												
WHT	29	56		29	41		30					
FRL	29	49	50	31	45	51	29	54	75			60

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	25	33	39	26	23	33	14	33	47			54
SWD	4	19	36	2	14	24	0	8				
ELL	24	35	38	37	19		8	38	60			54
AMI	46			36								
ASN												
BLK	16	30	40	17	19	32	12	32	35			
HSP	33	36	33	37	31	39	21	41	76			58
MUL												
PAC												
WHT	37	29		37	21							
FRL	25	33	36	26	21	31	14	33	48			57

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	28	39	41	35	39	34	26	46	68			56
SWD	9	27	33	12	27	29	15	24				
ELL	27	33	35	34	34	20	24	25				56
AMI	40											
ASN												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
BLK	20	35	43	30	35	31	16	35	54			
HSP	36	46	40	42	45	48	35	63	73			60
MUL												
PAC												
WHT	44	29		56	50							
FRL	28	41	43	36	40	36	27	47	66			62

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
05	2023 - Spring	24%	24%	0%	54%	-30%
07	2023 - Spring	31%	28%	3%	47%	-16%
08	2023 - Spring	30%	33%	-3%	47%	-17%
04	2023 - Spring	36%	26%	10%	58%	-22%
06	2023 - Spring	22%	25%	-3%	47%	-25%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	35%	8%	54%	-11%
07	2023 - Spring	20%	38%	-18%	48%	-28%
04	2023 - Spring	21%	24%	-3%	61%	-40%
08	2023 - Spring	21%	38%	-17%	55%	-34%
05	2023 - Spring	26%	24%	2%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	4%	5%	-1%	44%	-40%
05	2023 - Spring	30%	15%	15%	51%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	25%	14%	50%	-11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	44%	-12%	63%	-31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	37%	25%	66%	-4%

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.

The data component which performed the lowest was Math Proficiency. Student achievement this year was low due to the following deficiencies: loss of 8th grade teacher, loss of 7th grade teacher, and three teachers out of field.

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

8th grade Science showed the greatest decline. The contributing factors for the decline in Science was lack of effective planning, instructional delivery, classroom structure and classroom management.

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.

The data component that had the greatest gap compared to the state average was 8th grade Science. Factors that contributed to this was lack of effective planning, instructional delivery, classroom structure and classroom management. Progress monitoring was not aggressive.

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

The data component which showed the most improvement was 6th grade math. The teacher assigned to 6th grade was the same teacher who taught the 5th grade math. The teacher was moved with the student to the next grade level. He is highly effective. He works hard to ensure that his students are successful.

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

The EWS data which is a potential area of concern for the upcoming school term is students with 10% or more absences from school. Another area of concern are the number of students with one or more discipline referrals. This is a concern because the results of the students receiveing a referral could be a contributing factor to the number of days students are absent from school.

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

1. Decrease the number of absences form students
2. Decrease the number of referrals
3. Increase Reading proficiency
4. Increase Math proficiency
5. Implement a Social Emotional Learning program

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 ELA

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.

This area was identified as a critical area of need for the following reasons: 70% of students who tested, scored below the state average for proficiency, students who scored in the low level range of Level 1 and 2, students who scored Level 1 two of the last three years as well as students who are Level 2 and have not shown any Learning Gains, in two of the last three years, student sub-groups who did not make AYP, Students with Disabilities, Black students and White students.

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

By the end of the 2023-24 school term, there will be an increase in overall ELA proficiency, from 30% to at least 35%.

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

This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, with use of the Double Down/Push In Rotational Model.
The Leadership Team will Disaggregate data from PM1 to PM2, STAR and IReady. Performance Matters to track the progress.
Use MTSS will provide support for students who have an IEP, 504 or ELL plan.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@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.)

The evidenced-based strategy used is providing small group and push-in support during classroom activities using the iReady Toolbox.
Utilization of iReady data will drive interventions and/or enrichment support based on individualized student need.
Use of STAR Progress Monitoring to determine additional support needed for all students.
The use of data from PM1 and PM2 will be used to support interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

iReady Toolbox Intervention Strategies are used to target specific areas of deficiencies for students. This allows teachers to hone in on those deficiencies and modify and/or differentiate the instruction. The iReady Window Diagnostics helps to progress monitoring using a schedule which has been preset. The platform uses adaptive instruction for each student, which supports their individualized needs.

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?

No

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. Provide professional learning opportunities to support evidenced-based instructional strategies.
2. Implement ongoing progress monitoring.
3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
4. Follow pacing guides created for subject area.
5. Provide opportunities in After-School Program for additional support
6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Person Responsible: Kimberly Cummings (cummingsk@gcpsmail.com)

By When: At minimum Quarterly with Leadership Team

#2. Instructional Practice specifically relating to Math

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.

71% of students scoring below state average for proficiency, students who scored Level 1 or 2.
Math proficiency is below state averages. This is a critical area.

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

By the end of the 2023-24 school term, there will be an increase in overall Math proficiency of 29% to 40% or higher. Proficiency will increase to at least 37%, up from 29% the previous year.

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

This Area of Focus will be monitored using more individualized interventions to assist students with specific skills. Math interventions will be used to assist with math proficiency. Lessons will be used to provide a standards based instructional approach, such as iReady Math, and IXL to increase exposure and remediation.
Students will take a baseline, midyear progress monitoring exam and the final monitoring piece will be the results of the FAST PMIII.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@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.)

Provide small group and push-in interventions during classroom activities using the iReady Toolbox.
Utilize iReady data to drive intervention and/or enrichment based on individualized student need.
Use Performance Matters data to determine additional support needed for Tier II and Tier III students.
Students will have weekly and/or biweekly assessments. After each assessment, it will be determined which standards have been met in order to inform instruction. Additionally students can receive after-school support/tutoring for help with concepts.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategies target all students Tier I, Tier II and Tier III. It provides data to support teacher planning and interventions. The strategies provide additional support for students after direct instruction. The programs provide teachers with additional curriculum and assessments that align with standards-based instruction. It also allows students to take ownership in their education and get the support that they need to be successful.

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?

No

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. Provide professional learning opportunities to support evidenced-based instructional strategies.
2. Implement ongoing progress monitoring.
3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
4. Follow pacing guides created for subject area.
5. Provide opportunities in After-School Program for additional support
6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.
7. After-school tutoring and instruction.
8. End of Year FAST PMIII

Person Responsible: Shannon Williams (williamssha@gcpsmail.com)

By When: End of Year FAST PMIII

#3. Instructional Practice specifically relating to Science

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.

Science is an academic area critical to post secondary college and career paths. In order for students to be proficient in science, they need the opportunity to be creative problem solvers while applying basic conceptual knowledge. WGMS data from 2023 revealed that only 34% of students were proficient in science compared to the state average. The data is consistent with low proficiency in reading.

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

By the end of the 2023-24 school term, there will be an improvement in Science proficiency up from 34% to 40%.

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

Implement continuous progress monitoring and use the data to inform instruction.
Use Performance Matters assessment data to determine additional support needed for Tier II and Tier III students.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@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.)

There will be an emphasis on vocabulary building while continuing to utilize project based learning to connect science to real world experiences.
Planned and purposeful department meetings with the administrative team are scheduled into the PLC calendar:
Intentional planning utilizing science standards, item specifications, and response mechanisms
Data review to promote collaboration, targeted focus review of standards and intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Emphasis on vocabulary building will assist students in developing their vocabulary repertoire and make connections which are conducive to improving comprehension.
Hands on experiences will increase the opportunities for students to understand more complex concepts and experience science in a real world setting.

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?

No

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

1. Create PLC calendar to ensure time is protected and Administration is present.
2. Collaborative planning with administrative team.
3. Provide expectations for and model of a Common Board Configuration.
4. Breakdown student data after each diagnostic window is over looking for areas of strength and areas of weaknesses making sure we connect areas of strengths and weaknesses to standards.
Provide professional learning opportunities to support evidenced-based instructional strategies.
5. Implement ongoing progress monitoring.
6. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
6. Provide opportunities in After-School Program for additional support
7. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Person Responsible: Kimberly Cummings (cummingsk@gcpsmail.com)

By When: At minimum, quarterly

#4. 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.

Out of schools suspensions and behavior incidents are above state averages.

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

Reduce out of school suspensions and behavior incidents by 10%.

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

New steps for documented interventions prior to referral being submitted.
Documentation of parent contact.
Documentation of verbal warning unless the infraction is a zero tolerance offence.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@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.)

Provide restorative practices and other interventions/mentors to work with students and build better relationships.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementing additional steps prior to submitting a referral will promote opportunities to increase parent involvement and build better relationships with the student.
Change the negative connotation of In-School-Suspension to promote opportunities for students to reform the negative behaviors which have been exhibited.

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?

No

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. Redirect student, contact parent and document the behavior; document accommodations provided if applicable
2. Discipline Intervention(ie. Lunch detention etc.), contact parent and document the behavior
3. Assigned Opportunity For Improvement (O.F.I.) Contact parent and advise that next interaction would be Out of School Suspension
(Out of School Suspension assigned to all Zero Tolerance Offenses)

Person Responsible: Kimberly Cummings (cummingsk@gcpsmail.com)

By When: End of the 2023-24 School term.

Expose students to higher education and vocational skills to encourage college and career exploration. Students will gain pertinent information to help them decide on which tract they are interested in for their future.

Person Responsible: Kimberly Cummings (cummingsk@gcpsmail.com)

By When: This will be completed throughout the 2023-24 School term.

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).

As a TSI school based off of data from the sub-groups who have not made AYP, SWD- three consecutive years, Blacks and whites, we will use the following processes to review school improvement funding allocations to ensure resources are allocated based on need:

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.
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.
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.
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.

Expectations:
1. Data Driven Instruction
2. Create a Culture of High Expectations
3. Frequent and Intensive Tutoring
4. After-School Tutoring and Mentoring.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

4th- 60% were lower than Level 3 on the 2023 Spring ELA Assessment
5th- 64% were lower than Level 3 on the 2023 Spring ELA Assessment

This area was identified as a critical area of need for the following reasons: more than half of students who tested, scored below the state average for proficiency; the percentage of students who scored in the low level range of Level 1 and Level 2; the percentage of students who scored Level 1 two of the last three years, as well as students who are Level 2 and have not shown any Learning Gains, in two of the last three years.

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

1. By the end of the 2023-24 school term, there will be an increase in overall 4th grade ELA proficiency, from 40% to 50%.
2. By the end of the 2023-24 school term, there will be an increase in overall 5th grade ELA proficiency, from 36% to 50%.
3. By the end of the 2023-24 school term, there will be an increase in overall 6th grade ELA proficiency from 24% to 50%.

Monitoring

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 impact student achievement outcomes.

1. This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, with use of the Double Down/Push In Rotational Model.
2. The Leadership Team will Disaggregate data from PM1 to PM2, STAR and IReady and Performance Matters to track progress.
3. Data Chats will be held with teachers and students
4. Use of the MTSS process will provide support for students who have an IEP, 504 or ELL plan.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Cummings, Kimberly, cummingsk@gcpsmail.com

Evidence-based Practices/Programs

Description:
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. §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?

The evidenced-based practice/programs being implemented to achieve the measurable outcomes in each grade will consist of
1. STAR
2. IReady
3. Small Group Instruction
The programs and practices will be monitored as follows:
a. Disaggregating the results from weekly/biweekly assessments from IReady
b. Walk-through's and observations of small group instruction
c. Disaggregating data from the STAR assessment
d. Triangulating data from F.A.S.T. data, IReady data and STAR data

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

STAR and IReady are aligned to the BEST standards. The curriculum used to teach students in these grade levels are aligned to the BEST standards. The programs used will assess students and provide data which may be used to drive instruction.
Small group instruction is a practice which will allow teachers to hone in on the identified deficiencies which students exhibit based on the results of progress monitoring using the evidenced-based programs.
-Students who do small group work generally learn more of the material and retain their knowledge longer than students who don't.
-Small group instruction simplifies the process for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide immediate constructive feedback.

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

The action steps that will be taken to address the Area of Focus will be as follows:

1. Literacy Leadership:
a. Identify the students who scored below a Level 3 on the 2023 FAST assessment
b. Disaggregate data from the FAST PMI
c. Disaggregate data from the IReady baseline assessment
d. Disaggregate data from the STAR baseline assessment
e. Triangulate the data to determine the weakest area of focus in literacy

2. Literacy Coach:
a. Conduct PL with Impact teachers to create data-driven instructional plans
b. Create an Instructional Focus Progress Monitoring Calendar
c. PL on use of Small Groups with fidelity

3. Assessment:
a. Ensure progress monitoring assessments are aligned with the Instructional Focus Calendar and District Pacing Guide
b. Ensure that all assessments are completed by dates of the District and State Assessment Calendar

4. Professional Learning:
a. Common Planning on West Gadsden's campus allows for Professional Learning to take place with each subject area.
b. Professional Learning will continue throughout the school term focusing on areas which address the Area of Focus, Reading Achievement

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.

West Gadsden Middle School will provide various platforms for dissemination of the SIP to stakeholders, students, families, school staff, local businesses and organizations. The plan will be located on the school webpage at https://wgms.gadsdenschools.org/